

|| NCME MISSION FUND PROPOSAL TEMPLATE

i This is a suggested template for project proposals for the mission fund call for proposals. You are not required to use this template. If you find it helpful, you can reference this template as a guide or copy portions of the template into your proposal.

Authors, Affiliations, and Emails

Please list the name, affiliation, and email of all authors.

Author	Affiliation(s)	Email
Susan Lyons	Women in Measurement, Lyons Assessment Consulting	susan@womeninmeasurement.org
Ye Tong	NCME, NBME, Women in Measurement	yetong@nbme.org
Felice Levine	AERA	flevine@aera.net

Descriptive Title (Maximum: 15 words)

State of the Field: Gender and Racial Equity in Educational Measurement

Proposal Themes

Which of the following themes does your proposal address? Click the checkbox for all that apply. If you're working on this in Google Docs, you won't be able to click the checkboxes. To indicate a theme, delete the box and replace it with an X.

- ☐ Social Justice at the Center of Assessment Design
- ☐ Fairness and Equity in Validation, Reporting, and Consequences
- ☒ Innovation in Service of Fairness, Equity, and Social Justice

BODY (MAXIMUM: 1500 WORDS)

i In this section, describe your proposed project and/or research activities. Tables, figures, and references do not count toward the word limit.

Purpose

i Explain the purpose of your proposed project in the space below.

Prior research has documented a pattern of disproportionate underrepresentation of women and people of color in the field of educational measurement (Packman, Camara, & Huff, 2010; Randall, Rios & Jung, 2021). These inequities are particularly pronounced when looking at those who hold the most influential and well-compensated positions in our field (Lyons et al., 2021). The purpose of the proposed study is to fund a first-of-its kind report to fully document the state of the field for gender and racial parity. The report will detail the status of women and ethnic minorities in the professional field of assessment using key indicators of equity including: employment, position, and salary. Additionally, the report will summarize results related to participants' perceptions of equity at their employers. These employee perceptions may help provide key insight into why inequities continue to exist and how we may be able to work towards a more equitable future for the field of educational measurement.

Theoretical Framework

i Describe the theoretical framework of your proposed project in the space below.

We are planning to use the Mission Fund award to help fund the hiring of an advanced graduate student or post-doctoral research scientist to take on the tasks of conducting an in-depth literature review, developing a theoretical framework, and detailing the survey methodology. Our hope is to provide a worthwhile sponsored research experience for a qualified young scholar with oversight and mentoring provided by the three principal investigators representing three professional organizations serving the measurement field. We see this opportunity as a way to advance our knowledge of the state of the field for gender and racial equity, and also as a way to contribute to supporting the career of a young scholar.

Methodology

i Detail the method(s) you would use to do your proposed project.

The two primary research questions are:

1. Are there differences in factors related to employment (e.g., position, salary) by gender or race/ethnicity for those working within the field of educational measurement?
2. How do perceptions of equity at employer vary by gender and race for those working within the field of educational measurement?

Data collection will rely on the design and development of a survey to be distributed to the membership and professional networks of NCME, AERA Division D, and Women in Measurement. The survey will be developed to gather information from respondents in the three categories outlined in the table below:

Demographics	Employment	Perceptions of Equity at Employer
<ul style="list-style-type: none">• Gender• Nationality• Country of residence• Race/ethnicity• Age/Age range• Highest degree earned• Currently enrolled in degree program• Number of years working in the field	<ul style="list-style-type: none">• Employment status• Sector of field• Size of employer• Years at organization• Level within organization• Years in current position• Salary/Salary Range	<ul style="list-style-type: none">• Representation of leadership at organization• Employer prioritization of DEI• Employer benefits• Employee perceptions of support• Advancement opportunity• Experiences of discrimination or aggression

Anticipated Results, Outcomes, and/or Products

i Describe the results you think you will get, the expected outcomes, or the products you will produce from your proposed project.

The products of this work will be:

1. A state of the field report that summarizes the main findings in response to our two primary research questions.
2. A journal article manuscript to be submitted to *EM:IP*.
3. A dissemination effort to share and discuss results at AERA, NCME, and Women in Measurement events as well as with other interested entities (e.g., National Science Foundation).
4. A survey tool and methodology that can be replicated in future years to track trends in gender and racial equity in the field of educational measurement.
5. A large dataset that could be maintained and shared with future researchers to help answer questions about our field that are not addressed by the primary two research questions (e.g., in the same way the Measures of Effective Teaching dataset is made available through a grant-making process).

Educational Implications of Anticipated Results

i Explain the implications for stakeholders of your anticipated results, expected outcomes, or planned products.

While we do anticipate finding gender and racial inequities in our field, the distribution and extent of those disparities is unknown. The proposed study will be an important contribution to the literature in our field and will signify a necessary step in documenting inequities. This study will lead to a deeper understanding of the extent and nature of gender and racial inequities in our field so that we can more effectively work to dismantle the systemic causes.

References

- Lyons, S., Dunn, J., Randall, J., Tong, Y., Forte, E., & Ercikan, K. (2021, May). *Advancing women in measurement: Barriers and opportunities*. Invited presentation at the 2021 Annual Meeting of the National Council for Measurement in Education, Remote.
- Packman, S., Camara, W. J., & Huff, K. (2010). A snapshot of industry and academic professional activities, compensation, and engagement in educational measurement. *Educational Measurement: Issues and Practice*, 29(3), 15-24.
- Randall, J., Rios, J. A., & Jung, H. J. (2021). A longitudinal analysis of doctoral graduate supply in the educational measurement field. *Educational Measurement: Issues and Practice*, 40(1), 59-68.

TIMELINE AND BUDGET

i In this section, provide an estimated timeline and budget for your proposed project. This section is not included in the 1,500 word count maximum for the body section of this template. This section does not have a word count maximum.

Timeline for Execution

i Summarize the timeline of project-events and activities. The entries in the Description column of the table are placeholders. The length of the table is also arbitrary. Feel free to summarize your timeline in fewer rows.

Timeframe	Activities	Responsible party
Nov 2021 - Apr 2023	Ongoing monthly meetings among PI's and research staff throughout the duration of the project.	PI's and research scientist
Nov 2021- Apr 2022	Agree on primary research questions, survey structure, and project plan. Gather necessary resources and hire research scientist to carry out and manage project plan.	PI's
May 2022	Develop full research proposal including: <ul style="list-style-type: none"> • Purpose • Literature review • Sampling plan (including recruitment materials and consent form) • Draft survey tool • Analytic plan 	Research scientist
Jun 2022	Review, provide feedback, and grant approval of research proposal	PI's
Jul 2022	Run study proposal through IRB (designated qualify for exemption)	PI's
Aug-Nov 2022	Create survey in Qualtrics, distribute to targeted sample, provide tech support when needed, send follow-up reminders to complete	Research scientist
Dec-Jan 2023	<ul style="list-style-type: none"> • Organize, clean, and analyze data • Dataset stored in a way so it can be made available in the future through joint research fellowship opportunities offered by the three organizational partners. 	Research scientist
Feb 2023	Develop draft of full report that details: <ul style="list-style-type: none"> • Purpose • Summary of literature review • Methods • Results • Discussion and conclusions 	Research scientist
Feb-Mar 2023	Review, provide feedback, and give final approval on report	PI's
Mar 2023	Final report is submitted to designer to be co-branded for three organizations	PI's
Apr-Jun 2023	Report is publicly released and journal article is prepared and submitted to <i>Educational Measurement: Issues and Practice</i>	PI's
Apr-Dec 2023	Public appearances to support the dissemination of results (e.g., 2023 AERA and NCME conferences, NSF, grant-making organizations)	PI's and research scientist

Estimated Budget



Use this section to detail the estimated budget for your proposed project. The first entry under Use of Money is an example of what can be put in that column.

Resource	Cost Estimate
Time of PI's	Donated to project
Part-time graduate student/post-doc appointment	\$25,000
Direct costs (travel, dissemination, survey incentives, report design, etc.)	Up to \$7,500
Institutional Review Board	Can run through Boston College
Qualtrics Software	Can leverage existing organizational licenses
Total Estimated Cost	\$32,500

The Board of Directors for Women in Measurement has approved a \$2,500 budget item to support this project. **We are seeking \$15,000 in support from NCME through the mission fund** and \$15,000 from AERA through a Board-approved budget item.