Education Policy Initiative
M | Ford School

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Education Policy Postdoctoral Research Fellow
Education Policy Initiative
2014 - 2016

Summary
This IES-funded fellowship is intended to provide a research training opportunity to a recent PhD recipient while furthering the mission of the Education Policy Initiative (EPI) at the Gerald R. Ford School of Public Policy in terms of conducting high quality research that informs policy issues.

The research fellow will have the opportunity to work with faculty engaged in education policy research across a number of schools and departments: the Gerald R. Ford School of Public Policy (Susan Dynarski, Brian Jacob, and Kevin Stange); the School of Education (Brian McCall, Peter Bahr, and Steve DesJardins); and the Economics Department (John Bound and Jeff Smith). The fellow will engage in ongoing education-related research projects and will participate in all aspects of the research process, including design, IRB administration, analysis, and presentation. Current research projects include:

- *The Impact of the Michigan Merit Curriculum and Michigan Promise Scholarship on Student Outcomes*– In partnership with the Michigan Department of Education and Michigan State University, our research team is evaluating the impact of these policies on student outcomes. We use state administrative data and school-level transcript information to examine the effects on a range of student outcomes.
- *Measuring and Understanding the Effectiveness of Michigan's Charter Schools* –A rigorous, Michigan-wide analysis of the effect of charter schools on student performance and postsecondary schooling decisions, including college entry, choice and completion.
- *Virtual Courses: The Introduction and Expansion of Virtual Schooling in Florida and its Effects on Student Academic Outcomes* – Our project will explore how access to the online sector affects students' academic performance, including test outcomes, course grades, and course progression. In addition, we will examine potential mediating and moderating factors, including teacher and course characteristics, prior student achievement, and school contextual factors. Using teacher and student surveys, we will collect information on teacher and student experiences to develop hypotheses about factors affecting student learning and teacher effectiveness in online versus face-to-face classes.
- *Identifying Effective Teachers During the Hiring Process* – Teacher effectiveness has emerged recently as one of the most important avenues of education reform. We study the relationship between a host of non-traditional teacher characteristics collected during a typical hiring process in Washington D.C. Public Schools (DCPS) and subsequent teacher effectiveness in raising student achievement.
- *Educational Pathways and Employment Outcomes of Community College Students* – Working directly with researchers and data from several community colleges and the Michigan Department of Labor, our team conducts research to better understand the employment and earnings benefits associated with a broad range of postsecondary education pathways and to identify policies that improve completion rates along pathways leading to strong economic returns.

For a full list of activities, please visit www.edpolicy.umich.edu.

The fellow will also have the opportunity to develop and lead additional education research projects. Generally, the fellow should expect to spend about 60% of his/her time working on ongoing research projects at the Ford School, while dividing the other 40% between building new collaborations at the university and his/her own ongoing work. The Ford School is home to a dynamic community of researchers, and the fellow will have ample opportunity for professional development – via participation in seminars and trainings, as well as through exposure to high-profile speakers. The fellow will not have any teaching responsibilities.

This is a 2-year fellowship beginning in the summer of 2014 with competitive salary and benefits plus funds for research expenses and related travel.

Qualifications

Applicants must have completed their PhD in a relevant social science discipline prior to August 31, 2014 and have academic research experience in public policy, economics, education, quantitative methodology, or other similar fields. Applicants must have experience with administrative data, sampling methods and primary data collection processes; knowledge of education policy issues; experience with data processing, archiving, analysis and report writing, including statistical analysis; experience with major social science databases and statistical software packages such as SPSS or Stata; excellent communication skills, both oral and written; attention to detail; strong organizational skills; excellent interpersonal skills; the ability to multi-task and prioritize efforts across simultaneous projects; and the ability to work both as part of a team and individually while meeting deadlines. Applicants must be citizens or permanent residents of the United States.

Application Process and Deadline

Please send all application materials via email to EPI-PostdocApplications@umich.edu with the applicant's LastName_FirstName in the subject field. Applications must include a 2-3 page statement of interest, writing sample (job market paper or recent publication authored / co-authored by the applicant), CV, and three confidential letters of recommendation sent directly from the references. We will begin reviewing applications on October 15 and will continue until the position is filled.

U-M EEO/AA Statement

The University of Michigan is an equal opportunity/affirmative action employer.