Current Openings

Quantitative Policy Analyst

Job ID	46383
Job Location	School of Education
Job Category	Information Technology Services
Salary	4P2
Date Posted	Feb 6, 2012

The Center for Educational Policy Analysis (CEPA) in the School of Education seeks a Quantitative Policy Analyst to work with CEPA faculty to design and execute education policy research, to manage data from a variety of sources (including partner districts, the national Center for Education Statistics, and the Census Bureau), and to provide technical expertise to CEPA students and research staff in quantitative research methods and programming in Stata. The QPA makes significant contributions to the research and policy agenda of CEPA and contributes to the training of CEPA graduate students by providing instructions in programming with statistical software and research methods.

Duties and Responsibilities

65%: Research
Works with PIs to design and execute research projects. Assists PI's in attaining their research goals. The QPA will work with PI's to develop research questions with important policy or disciplinary implications; to identify appropriate data sources to address these research questions; to design and implement data analyses; and to interpret the results. Presents research findings from working papers at internal research meetings, seminars and academic conferences. Prepares proposals, policy briefs, and coauthors articles with PIs for academic journals. May also contribute to grant writing efforts.

Requires PhD level research skill and content knowledge. Requires advanced quantitative skills, knowledge of research design and statistical methodology. Applies advanced knowledge of a variety of quantitative social science research methods including, but not limited to: OLS regression, models for categorical and limited dependent variables, multi-level models, hazard models, value-added modeling and a variety of quasi-experimental techniques (fixed effects models, regression discontinuity, time-series analyses, etc.)

Must have the ability to apply substantive knowledge of theories and frameworks from education, sociology and/or economics to inform the development of research questions and the writing of research papers. Must also be willing to attend academic conferences and read current academic publications to stay abreast of new research findings and use this knowledge to inform future research endeavors.

Must be able to manage multiple projects simultaneously as the QPA will work with multiple PI's on various projects that span a wide range of areas within educational research.

25%: Data Management
Must be able to locate, obtain, understand, clean, integrate and document data from a variety of sources, including partner districts, the National Center for Education Statistics, and the Census Bureau. The QPA must be able to conduct advanced manipulation of data and be an advanced programmer. Examples include: setting up and running value-added models in Stata; conducting multiple imputation for missing values; writing Stata programs (.ado files) for use by other researchers; generating segregation indices; and combining data from a variety of sources. The programming and data work done by the QPA will be used for collaborative projects with PIs and custom data extracts created by the QPA will be shared with graduate students or other CEPA researchers.
Requires demonstrated experience working with data from a variety of sources, including complex administrative data from school districts and data from national resources. Requires experience working with a variety of data sets from the national Center for Education Statistics and the Census Bureau.

10%: Programming and Methodological Assistance:
Provide technical expertise to graduate students and CEPA research staff as needed. Provide technical assistant to graduate students with programming in Stata and statistical analyses both on collaborative projects and for students' independent research. Advise students and staff on the availability of various data sources. Conduct occasional workshops for graduate students on programming in Stata, database availability, and statistical methods. Coordinate graduate student research efforts and/or oversee graduate student work on collaborative projects. On collaborative projects graduate students will be encouraged to seek technical assistance from the QPA prior to seeking out the PI as a way of reducing the workload of the PI and adding efficiency to the research process. As such, the QPA must have prior experience with teaching others about data analysis and programming.

Qualifications:
This position requires advanced knowledge of quantitative social science research methods, advanced programming skills with database programming languages (Stata) and in-depth substantive knowledge of key issues in the education policy research literature as well as disciplinary knowledge in sociology and/or economics. Requires experience using a variety of national data sets, designing and executing research projects, presenting research findings, and publishing in academic journals. Excellent written and oral communication skills are required as is experience in teaching others about research methodology and programming in Stata.
PhD in economics, sociology, education or similar field required. Three to five years relevant experience required; five to seven years preferred.

This is a two year fixed term position.

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