Recent Relevant OR Job Opportunities

**Legislative Analyst 2**
Oregon State Legislature · Salem, Oregon
Be one of the first 6 applicants

**Policy Analyst**
Oregon House Republican Office · Salem, Oregon

**Community Service Officers**
University of Oregon · 1585 E. 13th Avenue, Eugene, OR 97403, US
30 alumni

**Legislative Analyst 3**
Oregon State Legislature · Salem, Oregon
Be one of the first 2 applicants

**Regional Program Manager - India**
HOLT INTERNATIONAL CHILDREN'S... · Eugene, Oregon, US
Be one of the first 6 applicants

**EdTech Curriculum Developer & Coach**
Code To The Future · Eugene, Oregon, United States
1 alum
**Legislative Analyst 1 - Judiciary Committee**
Oregon State Legislature · Salem, Oregon
Be one of the first 5 applicants

**AppleCare College Program - University of Oregon**
Apple · Eugene, OR, US
Be the first applicant to apply

**OREGON HOUSE MAJORITY OFFICE – OUTREACH DIRECTOR**
Oregon State Legislature · Salem, Oregon
Be the first applicant to apply

**Curriculum Developer (Contractor or Temp to Perm)**
Veeva Systems · Eugene, OR, US

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**Spring 2019 Capital Semester on International Affairs + Public Policy**
**Academic Internship Program in Washington, DC**
[www.DCinternships.org/CS](http://www.DCinternships.org/CS)
January 16 – May 3, 2019
Special Extended Deadline: December 14

Internship sites are asking us for talented interns to start in mid-January. Don’t wait until the summer - you’re more likely to secure your dream internship during the spring semester! There are fewer college students interning in DC during the spring semester, so many top positions go unfilled. A 15-week internship in our nation’s capital is an invaluable investment in your future.

Our program is committed to helping you network with as many people as possible while you are in DC. We do this with our one on one mentor program, briefings, tours, guest lectures, professional development seminars and more.

The program includes a guaranteed internship placement, 12 academic credit hours and housing in furnished apartments on Capitol Hill.

**How to Apply – December 14 Extended Deadline**
Visit www.DCinternships.org/CS to start an online account. We will be working closely with students to expedite the application process. Please email Chase Forrester at cforrester@tfas.org or call 202.986.0384 to receive special application instructions and assistance. There is substantial scholarship funding available for qualified students, so do not let cost deter you from applying.

If you have dreamed of what it would be like to live and work in Washington, DC, now is the time to make that dream a reality. Take the first step and apply today!

University Jobs in Political Science – General, and other related areas

ACADEMIC POSITIONS

NEW! - Asst. Professor, Patterson School of Diplomacy and...
University of Kentucky
8W200:Patterson School Of Diplomacy
Lexington, KY, United States
Date Posted: Nov. 20, 2018

https://www.AcademicKeys.com/r?job=116072&o=194373&t=SO181127m-8e

NEW! - Senior Lecturer, Major & Minor HRM and Minor Entre...
RMIT University Vietnam
School of Business and Management
Ho Chi Minh, Vietnam
Date Posted: Nov. 20, 2018

https://www.AcademicKeys.com/r?job=116032&o=194373&t=SO181127m-6e

NEW! - Hispanic Studies and Political Science Librarian
University of Kentucky
88000:LIBRARY ADMINISTRATION
Lexington, KY, United States
Date Posted: Nov. 19, 2018

https://www.AcademicKeys.com/r?job=115950&o=194373&t=SO181127m-8e

NEW! - Asst. Prof. in Community-Engaged Research in Commu...
University of Kentucky
81130:Community & Leadership Development
Lexington, KY, United States
Date Posted: Nov. 16, 2018

https://www.AcademicKeys.com/r?job=115901&o=194373&t=SO181127m-8e
NEW! - Open Rank Tenure-Track or Tenured Faculty Position
University of Iowa
Coll. of Public Health Dept. of Community and Behavioral ...
Iowa City, IA, United States
Date Posted: Nov. 7, 2018

https://www.AcademicKeys.com/r?job=115469&o=194373&t=SO181127m-6e

Interdisciplinary Faculty Positions
Lebanese American University
Multiple
Byblos or Beirut, Lebanon
Date Posted: Oct. 23, 2018

https://www.AcademicKeys.com/r?job=114470&o=194373&t=SO181127m-6e

Assistant Professor of Rural Sociology
Auburn University
Department of Agricultural Economics and Rural Sociology
Auburn, AL, United States
Date Posted: Oct. 21, 2018


Assistant Professor of Global Studies
St. Edward's University
Global Studies
Austin, TX, United States
Date Posted: Oct. 12, 2018

https://www.AcademicKeys.com/r?job=113854&o=194373&t=SO181127m-6e

Assistant Professor in Comparative Politics
University of Kentucky
8E110:Political Science
Lexington, KY, United States
Date Posted: Sep. 25, 2018

https://www.AcademicKeys.com/r?job=112892&o=194373&t=SO181127m-8e

Faculty Positions for Spring / Fall 2019
Habib University
Social Development and Policy Program
Karachi, Pakistan
Date Posted: Sep. 24, 2018

https://www.AcademicKeys.com/r?job=112858&o=194373&t=SO181127m-6e
Faculty Position in Political Science
American University of Sharjah
International Studies Department
Sharjah, United Arab Emirates
Date Posted: Sep. 24, 2018

https://www.AcademicKeys.com/r?job=112813&o=194373&t=SO181127m-6e

Faculty Positions in Humanities and Social Sciences
Indian Institute of Technology Gandhinagar
Humanities and Social Sciences
Gandhinagar, Gujarat, India
Date Posted: Sep. 19, 2018

https://www.AcademicKeys.com/r?job=112578&o=194373&t=SO181127m-6e

Assistant Professor Political Psychology
Michigan State University
Department of Psychology
East Lansing, MI, United States
Date Posted: Sep. 5, 2018

https://www.AcademicKeys.com/r?job=111754&o=194373&t=SO181127m-8e

Adjunct Instructor
University of North Texas
Department of Behavior Analysis
Denton, TX, United States
Date Posted: Aug. 6, 2018

https://www.AcademicKeys.com/r?job=109969&o=194373&t=SO181127m-7e

Adjunct Instructor
University of North Texas
Denton, TX, United States
Date Posted: Aug. 1, 2018

https://www.AcademicKeys.com/r?job=109784&o=194373&t=SO181127m-7e

Adjunct Instructor
University of North Texas
Department of Emergency Management and Disaster Science
Denton, TX, United States
Date Posted: Jun. 21, 2018
Adjunct Instructor - Career Development
University of North Texas
Department of College
Denton, TX, United States
Date Posted: Apr. 20, 2018

Adjunct Instructor - CAS Internship
University of North Texas
Department of College
Denton, TX, United States
Date Posted: Apr. 20, 2018

Adjunct Instructor
University of North Texas
Department of Political Science
Denton, TX, United States
Date Posted: Apr. 19, 2018

Adjunct Instructor
University of North Texas
International Studies
Denton, TX, United States
Date Posted: Apr. 9, 2018

POST-DOCTORAL POSITIONS

PhD scholarship(s) - Economics with specialization in dis...
Department of Economics
University of Copenhagen (UCPH)
Copenhagen, Denmark
Date Posted: Sep. 20, 2018
Job Title: Associate Director State Relations

Location: OHSU Marquam Hill (Portland, OR)

Department: Government Relations

Salary Range: $73,000 - $85,000

Preferred start date: December 17, 2019

Position Summary:

This position reports to the Director for State Relations. This position will serve as a liaison for OHSU and state government. This position is responsible for a portfolio of OHSU’s state government relations work including but not limited to higher education, research, and health care workforce development. This position will actively find opportunities for OHSU’s faculty, staff and students to help inform public policy and to share with state government the ways in which OHSU is meeting its statewide missions.

In addition, this person will educate elected officials about OHSU’s missions, help develop and analyze policy, develop and implement recommended strategies to support policy and public affairs goals, lobby elected officials, as well as work with internal (OHSU) and external stakeholders. This person will also monitor and engage in regulatory issues, be a representative of the university with external stakeholders, and coordinate events.

The position requires strong interpersonal skills and the ability to develop and maintain positive working relationships with diverse stakeholders and elected officials. The Associate Director regularly interfaces with OHSU leadership, and excellent communication and leadership skills are necessary. The job responsibilities require flexibility, superb organizational skills and a strong commitment to responsiveness, general customer service and follow through. Substantial knowledge and policy analysis skills in Oregon policy including in the areas of higher education and health care workforce policy would be ideal. This position plans and implements special projects as assigned by the Director of State Relations.

Key responsibilities:

- Coordinates with Director on the development and the implementation of OHSU’s legislative agenda and policy priorities in state government. Is responsible for activities that implement the priorities as well as monitoring legislation and policy proposals that may impact OHSU, lobbying legislators and other government officials.
- Maintains a regular and sustainable communications between OHSU and policy makers and internal and external stakeholders that supports strategies to ensure understanding of recent developments at OHSU and the university’s presence across the state.
- Engages in relationship and coalition-building between OHSU and state government, and community partners. Attends meetings of these organizations in concert with OHSU Central Administration.
- Works to understand OHSU’s strengths and proactively seeks out opportunities for OHSU to provide information and leadership on policy issues related to its mission. Drafts legislative testimony, fact sheets and other materials and supports internal stakeholders when testifying, meeting with elected officials or state government. Plans and implements events and special projects as assigned by the Director.
- Monitor and engage in state regulatory issues and rulemaking impacting OHSU or the delivery of its missions.

- Maintain administrative functions for the state team including bill tracking and generating status reports.
Education:

- A Bachelor’s degree is required in a relevant field such as Communication or Political Science (or an equivalent combination of relevant experience and education).

Experience:

- Minimum of five years’ experience in either the legislative or executive offices or process.

Skills and Abilities:

- Working knowledge of legislative process with emphasis in health care and/or education.
- Excellent written and verbal communication skills.
- Must be well-organized, flexible and highly motivated. Must be a team player, but able to work independently, using initiative and judgment.
- OHSU is a non-partisan public corporation, and the ideal candidate should be able to work in a non-partisan manner with a number of different constituencies.

Preferred qualifications:

- Experience working in (at least) two Oregon state legislative sessions including one long session is highly preferred.
- Demonstrated experience in lobbying in a bi-partisan environment preferred. Emphasis in higher education or health care workforce policy is preferred.
- Demonstrated experience working with Oregon state government is preferred.

Working conditions:

- During legislative sessions work time is spent almost exclusively in Salem. Unpredictable work hours, including evenings and weekends, are required during the legislative session and other heavy workload periods.
- Occasional overnight trips to OHSU sites and partners around the state.
- Day-to-day non-session work hours are variable Additional Details:

Oregon Health & Science University values a diverse and culturally competent workforce. We are proud of our commitment to being an equal opportunity, affirmative action organization that does not discriminate against applicants on the basis of any protected class status, including disability status and protected veteran status. Individuals with diverse backgrounds and those who promote diversity and a culture of inclusion are encouraged to apply. To request reasonable accommodation contact the Affirmative Action and Equal Opportunity Department at 503-494-5148 or aaeo@ohsu.edu.

This position has been posted online under IRC 76363 at https://www.ohsujobs.com

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National Forest Foundation

2019 Conservation Connect Fellowship Program

*Includes Practicum Opportunity with $5,000 Stipend*

The National Forest Foundation (NFF) invites masters or doctoral students to apply to the Conservation Connect Fellowship Program, with a practicum in the summer of 2019.
NFF Fellowships aim to build experience, knowledge and skills within the next generation of collaborative and conservation leaders to support each other and advance the field. We are striving to build a cohort of emerging leaders, connecting graduate students who will go on to do important work with communities and public lands in the future!

Benefits of the Conservation Connect Fellowship:

- Match the knowledge you are acquiring through your academic work with practical, hands-on experience
- Expand your personal and professional network
- Contribute directly to collaborative stewardship of our National Forests

Learn more about this opportunity and the application process here. **Applications and a letter of recommendation are due Friday, February 8, 2019.**

Questions? Contact:
- Karen DiBari at kdibari@nationalforests.org
- Ben Irey at birey@nationalforests.org

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**Early Career Researchers: Bennett Prospect Public Policy Prize**

To all Early Career Researchers,

Bennett Prospect Public Policy Prize

£10,000 | Open for entries until 31 December 2018

The Bennett Prospect Public Policy Prize is awarded by the Bennett Institute for Public Policy at the University of Cambridge. The goal is to encourage early career researchers and policy professionals to explore creative and generative solutions to a pressing public policy question of our age.

2018 Question:

“What kinds of policies will enable left behind places to catch-up?”

Essays of no more than 2,500 words are invited on this topic, or films of no more than 10 minutes, and applicants are encouraged to justify and discuss the kinds of policies – old and new – which might in practice get to grips with the major disadvantages experienced by rural areas, towns and the margins of our cities, and with the underlying causes of the geographically rooted inequalities that are apparent across the western world.
Eligibility:
To be eligible an applicant should be within five years either of having submitted their PhD or of starting work as a public policy professional. Applicants should not be in possession of a tenured academic position.

For more details on how to apply, full prize details and runner up prizes click here:
https://www.bennettinstitute.cam.ac.uk/research/bennett-prospect-public-policy-prize/

You can also read about the prize in Prospect:
https://www.prospectmagazine.co.uk/other/bennett-prospect-public-policy-prize-2018

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**OPPAGA PolicyNotes**

The Florida Legislature’s Office of Program Policy Analysis & Government Accountability

*November 30, 2018*

**CRIMINAL JUSTICE**

**County Pretrial Release Programs: Calendar Year 2017, November 2018**

Pretrial release programs supervise defendants who have been released from jail while awaiting disposition of their criminal charges. Twenty-nine programs responded to our survey requesting information regarding their 2017 operations. No programs reported receiving state general revenue, with 29 programs receiving county funds. Five programs reported receiving state or federal grants. Eleven pretrial release programs were able to provide a detailed breakdown of defendants’ criminal history information, which varied among programs. For these programs, the percentage of defendants with violent felony criminal histories ranged from 0% to 42%. Programs in 28 counties reported that judges may order defendants to post bond in addition to being supervised by the programs. Programs also reported varying numbers of defendants that failed to appear in court or were arrested while in the programs. Pretrial release programs have generally complied with statutory requirements, as 28 programs reported that they maintained the required weekly register and 28 programs provided OPPAGA with an annual report. Some reporting requirements do not apply to programs that do not make release recommendations. Programs also could not report some criminal history information due to state and federal restrictions.

*Source: OPPAGA*

**2018 Semi-Annual Uniform Crime Reports**
This report provides Florida crime volume for the first six months of 2018. Compared to the first six months of 2017, the overall number of crimes known to law enforcement declined by 8.0%. The greatest decline was in the number of burglaries and robberies. For the first half of 2018, there were 545 murders in Florida, a 2.6% increase over the same time-period of 2017. Florida law enforcement officers made 367,121 arrests from January through June 2018, a decline of 2.2%. The report also presents county and municipal data.

Source: Florida Department of Law Enforcement

Time Served In State Prison, 2016

The average time served by state prisoners released in 2016, from initial admission to initial release, was 2.6 years, and the median time served was 1.3 years. Persons released from state prison in 2016 served an average of 46% of their maximum sentence length before their initial release. State prisoners initially released in 2016 served an average of 62% of their sentence if they were serving time for rape or sexual assault, and 38% if serving time for drug possession. Persons serving less than one year in state prison represented 40% of first releases in 2016. Persons sentenced for murder or non-negligent manslaughter served an average of 15 years in state prison before their initial release. In 2016, 2,755 prisoners died while awaiting their initial release. Causes of death included natural causes, suicide, homicide, legally imposed execution, and injury resulting in death.

Source: Bureau of Justice Statistics, U.S. Department of Justice

EDUCATION

Gotta Give 'Em Credit: State and District Variation in Credit Recovery Participation Rates

Credit recovery, or the practice of enabling high school students to retrieve credits from courses that they either failed or failed to complete, is at the crossroads of two big trends in education: the desire to move toward “competency based” education and a push to dramatically boost graduation rates. This report examines whether and where potential misuse of credit recovery may be occurring. The authors found that most high schools have credit recovery programs, although they are far less common in charter schools. In Florida, 74% of high schools have active credit recovery programs. While the presence of credit recovery programs is generally not related to school poverty levels, schools with many minority students are slightly more likely to have active programs. Credit recovery programs are less common in smaller schools. In high schools with active credit recovery programs, an average of 8% of students participate. In the 319 Florida high schools with active credit recovery programs, only 2.2% of students participate. Nearly one in ten schools enrolls 20% or more of its students. Higher enrollment in credit recovery is more common in large and urban schools, as well as in charter schools and schools with higher proportions of poor and minority students.

Source: Thomas B. Fordham Institute

Cooperative Learning in Middle School: A Means to Improve Peer Relations and Reduce Victimization, Bullying, and Related Outcomes

Peer victimization is a highly stressful experience that impacts up to a third of all adolescents and can contribute to a variety of negative outcomes, including elevated anxiety, depression, drug use, and delinquency, as well as reduced self-esteem, school attendance, and academic achievement. Current prevention approaches have a mixed record in American schools. The authors tested a different approach which requires teachers to increase opportunities for positive peer interaction through carefully structured, group-based learning activities in school (i.e., cooperative learning). The authors hypothesized that these positive peer interactions would result in reductions in bullying, victimization, perceived stress, and emotional problems, as well as increases in peer relatedness, among more marginalized students. Based on an analysis of a sample of 1,460 7th grade students
in the Pacific Northwest, the authors found that cooperative learning significantly reduced bullying, victimization, and perceived stress for marginalized students and reduced emotional problems and enhanced relatedness for all students.

Source: American Psychological Association

GOVERNMENT OPERATIONS

Travel Patterns of American Adults with Disabilities

There are 25.5 million Americans age 5 and older who have self-reported travel-limiting disabilities; 13.4 million are age 18 to 64 and 11.2 million are age 65 and older. There are 3.6 million Americans with travel-limiting disabilities who do not leave their homes because they are disabled or housebound. Only one-fifth of people age 18 to 64 work full- or part-time if they have travel-limiting disabilities. This percentage declined from previous years. In contrast, over three-quarters of people without disabilities age 18 to 64 work. Slightly over half of people age 18 to 64 with disabilities live in households with annual household incomes under $25,000 versus 15% of people without disabilities. Over one-fifth of non-workers and 12% of workers age 18 to 64 with disabilities live in zero-vehicle households. Regardless of age, people with disabilities make fewer trips per day on average than people without disabilities. The daily trip rates for people with disabilities and without disabilities has declined over time. Workers with disabilities age 18 to 64 make fewer trips compared for workers without disabilities. This pattern is consistent for non-workers with disabilities compared to non-workers without disabilities. Approximately 70% of respondents with disabilities reduce their day-to-day travel because of their disabilities.

Source: U.S. Department of Transportation

A Research Review of Interventions to Increase the Persistence and Resilience of Coral Reefs

Coral reef declines have been recorded for all major tropical ocean basins since the 1980s, averaging approximately 30-50% reductions in reef cover globally. These losses are a result of numerous problems, including habitat destruction, pollution, overfishing, disease, and climate change. Greenhouse gas emissions and the associated increases in ocean temperature and carbon dioxide concentrations have been implicated in increased reports of coral bleaching, disease outbreaks, and ocean acidification. For the hundreds of millions of people who depend on reefs for food or livelihoods, the thousands of communities that depend on reefs for wave protection, the people whose cultural practices are tied to reef resources, and the many economies that depend on reefs for fisheries or tourism, the health and maintenance of this major global ecosystem is crucial.

Source: National Academies of Sciences, Engineering, and Medicine

HEALTH AND HUMAN SERVICES

Mortality in the United States, 2017

Life expectancy for the U.S. population declined to 78.6 years in 2017. The age-adjusted death rate increased by 0.4% from 728.8 deaths per 100,000 standard population in 2016 to 731.9 in 2017. Age-specific death rates increased from 2016 to 2017 for age groups 25–34, 35–44, and 85 and over, and decreased for the age group 45–54. The 10 leading causes of death in 2017 remained the same as in 2016. The infant mortality rate of 579.3
infant deaths per 100,000 live births in 2017 was not significantly different from the 2016 rate. The 10 leading causes of infant death in 2017 remained the same as in 2016 although 4 causes changed ranks.

Source: National Center for Health Statistics

**Medical Debt and Subprime Borrowing**

This brief presents findings on the relationship between medical debt and subprime loan use from the Subprime Lending Data Exploration project. Using data from three sources — administrative data provided by subprime lenders as well as a survey and in-depth interviews with borrowers — the study explores the range of backgrounds and experiences among individuals who use subprime loans and the specific needs that drive borrowing. Medical debt is one of the main themes that emerged from the survey and in-depth interviews. Many individuals reported having such debt, either because they were uninsured for a period of time or because they had insurance that did not cover their expenses. These individuals used subprime loans to help cover medical costs or to cover regular expenses that may have originated from a health-related emergency. The findings suggest that the continuity and quality of health coverage are important factors in financial health and the use of subprime loans.

Source: MDRC

**GRADUATE STUDENT POSITION**

OPPAGA is currently accepting applications for Graduate Student Positions. OPPAGA is an ideal setting for gaining hands-on experience in policy analysis and working on a wide range of issues of interest to the Florida Legislature. OPPAGA provides an opportunity to work in a legislative policy research offices with a highly qualified, multidisciplinary staff that includes public administrators, social scientists, accountants, MBA graduates, and others. For more information on application requirements, click [here](#).

**EMPLOYMENT OPPORTUNITY**

OPPAGA is currently seeking applications for Legislative Policy Analysts and Senior Legislative Analysts. For more information on application requirements, click [here](#).

**GOVERNMENT PROGRAM SUMMARIES (GPS)**

[www.oppaga.state.fl.us/government/](http://www.oppaga.state.fl.us/government/)

Government Program Summaries (GPS) is a free resource for legislators and the public that provides descriptive information on over 200 state government programs. To provide fiscal data, GPS links to Transparency Florida, the Legislature's website that includes continually updated information on the state's operating budget and daily expenditures by state agencies.

**POLICYNOTES**

A publication of the Florida Legislature's Office of Program Policy Analysis And Government Accountability PolicyNotes, published every Friday, features reports, articles, and websites with timely information of interest to policymakers and researchers. Any opinions, findings, conclusions, or recommendations expressed by third parties as reported in this publication are those of the author(s) and do not necessarily reflect OPPAGA's views. Permission is granted to make and distribute verbatim copies of PolicyNotes provided that this section is preserved on all copies.
Office of the Director

The Congressional Budget Office is a small nonpartisan agency that provides economic and budgetary analysis to the Congress. The Office of Communications seeks an intern with a strong work ethic to assist with the agency’s media relations and public affairs.

The successful candidate will report to the Associate Director for Communications and will serve as a key member of the communications team. Duties include responding to phone and email inquiries from the media and the public on a wide range of topics, preparing for and attending Congressional hearings, coordinating meetings with outside groups and international visitors, and working on other communications projects and planning as needed.

Previous communications interns have served a frontline role representing CBO and have interacted routinely with staff in every area of the agency.

Qualifications
Candidates must be working toward a master’s degree, preferably in mass communications, journalism, public policy, or a related field and should have a strong focus on and interest in government or political science.

Candidates must thrive in a fast-paced environment and be able to effectively handle multiple tasks and complete projects under tight deadlines. Strong written and oral communications skills and the ability to work independently and as part of a team are required. Previous experience in journalism or media relations is desired, and familiarity with and interest in social media would be a plus.

Salary and Benefits
The hourly rate ranges from $17 to $24 and will be commensurate with educational attainment and related experience. This is a temporary position that is expected to last throughout the spring semester. The selected candidate would be expected to work a 24 hour week, but an alternate schedule may be considered. Housing and relocation expenses are not provided, but CBO’s interns are eligible for a local transportation subsidy of up to $260 per month.

How to Apply
Please submit a cover letter, résumé, unofficial transcripts, list of coursework for the spring semester and contact information for two references at www.cbo.gov/careers. First-year graduate students must also submit unofficial undergraduate transcripts. Only complete applications will be considered. Although there is no application deadline, CBO may close this position any time after December 21, 2018 after receiving a sufficient number of applications from qualified candidates.

This position is covered by the Veterans Employment Opportunities Act of 1998 as made applicable to CBO by the Congressional Accountability Act, as amended.

Contact
Kristi Levoy, Washington, DC, 202-226-2628, careers@cbo.gov
Job Title | Policy Officer  
---|---  
Grade | Senior Level  
Contract Duration | 1 year - renewable upon satisfaction  
Deadline for Application | December 29, 2018  
Duty Station | Connecting Research to Development, B115 Building, 8th Floor, Bouchrieh, Lebanon P.O.Box 50-540  

ORGANIZATION INTRODUCTION  
Connecting Research to Development (CRD) is a consultancy firm specialized in research and development with a focus on public health, youth, legal rights and human rights.

DESCRIPTION OF DUTIES  
- Identify, monitor and evaluate policy issues within the Middle East and North Africa (MENA) region and formulate policy responses and/or develop information resources and new policy positions in light of these.  
- Develop work programmes and undertake projects to explore social and/or health policy issues as agreed with the senior management at CRD.  
- Lead the preparation and writing of evidence-based policy materials and policy recommendations using research and data analysis, taking into account multiple audiences.  
- Write research and data analysis summary briefs and other communications materials related to managed projects.  
- Manage and work on multiple projects, work within tight deadlines, and prioritize work as necessary.  
- Where requested, prepare for and attend meetings related to the managed projects.  
- Build rapport and working partnerships with relevant agencies of managed projects.  
- Perform other duties as assigned.

REQUIRED QUALIFICATIONS  
- Graduate or post-graduate degree in Public Policy or related field.  
- At least 5 years’ relevant professional experience in a similar function within the MENA region.  
- Detailed understanding of the policy environment, political institutions and process of government in the MENA region.  
- Proof of written products for both narrow and broad audiences, demonstrating the ability to gather and research information from different sources, to interpret and analyze complex and technical data to inform policy.  
- Proven ability to present and explain policy positions to external audiences.  
- Strong organization skills and attention to detail.  
- Experience of developing and managing own projects.  
- Experience in handling statistics and qualitative research findings.  
- Excellent written and verbal communication skills.  
- Fluency in English and Arabic, French is a plus.

Interested applicants must send a CV and proof of writing skills to the email address recruitment@crdeconsultancy.org with the subject heading indicating the position title “Policy Officer”.
5th annual Duck Family Graduate Workshop on Environmental Politics and Governance
Center for Environmental Politics
University of Washington, Seattle
May 15-17, 2019

On May 15-17, 2019, UW’s Center for Environmental Politics will organize the 5th annual Duck Family Graduate Workshop for doctoral students working in the area of environmental politics and governance (EPG). This follows on the highly successful graduate workshops that the Center hosted in previous years:


The EPG Grad workshop provides a venue for doctoral students to present their work, receive feedback, and network with others working on similar issues. We will invite select faculty from the University of Washington to serve as resource persons.

**Objective:**

Why the workshop? Understanding the governance and political aspects of environmental issues is critical for addressing the gamut of environmental challenges. The politics of governance perhaps has become an even more critical factor in the changed political milieu. The multi-disciplinary nature of EPG research often makes it hard to share ideas, concepts, and research methods across relevant disciplines. We hope the annual Duck Family Graduate Workshop will help overcome these barriers and provide a multi-disciplinary venue for doctoral students to become active participants in the community of EPG scholars.

**Expenses:**

There are no workshop fees and the Center will pay for local expenses, namely each participant’s food and shared hotel lodging (with two participants per room) for three nights, May 15, 16, and 17.

Participants are responsible for travel expenses.

**Application Logistics:**
This workshop will be most useful for doctoral students who have made substantial progress in their graduate studies: that is, they are able to present a fully developed paper. Applicants need to submit:

- an abstract (about 800 – 1,000 words) of a paper to be emailed to Hanjie Wang <hjwang@uw.edu>.

- a letter of support from their graduate advisor to be emailed to Hanjie Wang <hjwang@uw.edu>.

The deadline for submission is February 15, 2019.

Timeline:

-February 15-27, 2019: Center faculty evaluate the proposals.

-March 1, 2019: Participants are formally invited.

-May 5, 2019: Participants email their papers to Hanjie Wang <hjwang@uw.edu>

-Wednesday, May 15, 2019: Participants arrive; a plenary session in the Walker-Ames Room, Kane Hall, Welcome dinner.

-Thursday, May 16, 2019: Full day Workshop in the Petersen Room (Allen Library, University of Washington, Seattle) followed by dinner

-Friday, May 17, 2019: Full day Workshop in the Petersen Room (Allen Library, University of Washington, Seattle) followed by dinner

-Saturday, May 18, 2019: Departure.

The Center for Environmental Politics is excited to organize this unique event focused on furthering graduate training and education. Should you have any questions, feel free to email Aseem Prakash; aseem@uw.edu.
Oregon State University community members,

The horrific events of the past week in this country should compel each of us to reflect on where we are as a community, nation and global society. Such violence also should prompt us to consider how we might individually address issues that divide us. Moreover, what we have witnessed nationally should drive us to ponder what our respective roles are in creating a better future for our children, our grandchildren and ourselves in order to carry forward our values and aspirations for the nation and the world.

Next week, many of us will be voting in local, state, and federal mid-term elections. I urge every registered voter to go to the polls and express their preferences, and if you are eligible and can still register to vote, I urge you to register now and vote.

Political pundits in the United States tell us that mid-term elections typically are not about what we hope for or seek to improve, but are about voting against what we do not like or even hate. In contrast, I ask those who can participate in the upcoming election to make an affirmative declaration through your vote that will advance the beliefs, values and common humanity that bind us together. Before voting, scrutinize the candidates and ballot measures to assure that your vote will seek to advance collaboration; address and solve social and economic problems; serve the needs and interests of our broader community; and promote a more just, inclusive and sustainable future for ourselves and future generations.

Oregon State University is truly a diverse community welcoming students, staff and faculty from every corner of the world. Beyond the role and importance of voting, each of us must take on a perspective in our own lives to serve and improve the broader community. We can start by talking – and listening – to the person next to us. I urge each of us to get out of our own comfort zone and find out why others are sad, lonely or even angry. Use social media to tell friends and family members that you love them. Catch up with those who have drifted out
of your life. Share your talents with others. Be a role model for young people, or, your peers. Reach out and help others achieve their dreams.

Oregon State alumnus Harley Jessup gave a wonderful commencement address to our graduates last June in which he noted that it is the imperfections in people and places that we remember and cherish most. At this time in America and our world, I recall that Harley concluded his commencement address by encouraging graduates to “take the time to appreciate the imperfections in life - in yourself and in others. That is where the beauty lies.”

I hope for that kind of commitment from each of us.

Sincerely,

Edward J. Ray
President

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**OSU Supports Transgender Community Members**

Members of the OSU community,

Recently, the New York Times has reported that a U.S. Department of Health and Human Services memo proposes restricting the definition of gender as a “biological, immutable condition determined by genitalia at birth.” This is very concerning. In addition, yesterday the U.S. Department of Justice argued before the U.S. Supreme Court that businesses could discriminate against workers based on their gender identity without violating federal law. Although these recent developments do not change any current OSU policy or state or federal laws, we want to take this opportunity to state that these proposals are inconsistent with our values at Oregon State University.

We stand in support of our transgender, non-binary, gender non-conforming, gender fluid, and intersex students, faculty, staff and community members. We unequivocally affirm your humanity, your identity, and your right to exist in this world exactly as you are. Gender is on a spectrum and understanding one’s self in all aspects of identity intersections is a developmental process. As a university, and as a community, we will advance our inclusivity efforts by providing equal opportunity and supporting success for all people regardless of their race, gender, sexual orientation or identity, religion, nation of origin, disability or economic circumstances.

We are proud of our strong and resilient transgender community. We are proud of the progress we have made at OSU. We will continue our work, including enforcing Oregon State’s non-discrimination policy and recognizing a continuum of gender identity. Moreover, we remain firmly committed to our efforts at OSU to advance inclusivity for our transgender individuals.
We will continue to track developments regarding federal policy, and continue to communicate our position and support. We encourage members of our community who are seeking support to visit the following resources:

**Campus Resources**
- OSU Transgender Resource Fair: Monday, Nov. 19 from 2 to 4 p.m.
- OSU Transgender Resources
- ASOSU Legal Services
- Counseling & Psychological Services
- PRIDE Center or 541-737-9161
- RAD Indigenous Queer & Two-Spirit Student Alliance
- Paper Club (LGBTQIA+ zine and anthology)
- OSU Cascades Office of Diversity, Equity, and Inclusion
- OSU Cascades Campus Counseling
- OSU Cascades Reflection Room
- OSU Cascades Diversity Facebook Page

**National Resources**
- Transgender Law Center
- National Center for Transgender Equality
- Silvia Rivera Law Project

Sincerely,

Dan Larson  
Interim Vice Provost for Student Affairs

Charlene Alexander  
Vice President and Chief Diversity Officer
Funding, Research and Job Opportunities

Assistant Professor
School of Public Service
Requisition #181289

Boise State Introduction

Boise State University, powered by creativity and innovation, stands uniquely positioned in the Northwest as a metropolitan research university of distinction. Learn more about Boise State and the City of Boise at https://go.boisestate.edu/join-ourteam/.

Boise State University’s School of Public Service is dedicated to excellence in innovative teaching, cutting edge scholarship and meaningful community outreach, serving the State of Idaho, region, nation and global communities. The school is composed of rich and diverse academic programs, including Criminal Justice, Political Science, and Public Policy and Administration, as well as interdisciplinary programs such as Environmental Studies, Global Studies and Urban Studies and Community Development. The mission of the school is supported by a variety of centers and institutes that facilitate research and public engagement.

The School of Public Service seeks to hire two (2) tenure-track Assistant Professors to contribute to a new research and teaching cluster organized around the theme of “Governance and Well-being in Sustainable Communities.” These new faculty members will support the growth of the interdisciplinary programs, Environmental Studies, Global Studies and Urban Studies and Community Development within the School of Public Service, as well as the existing MA, MPA, and PhD graduate programs.

Candidates’ areas of focus may include the following:

• Processes of social, environmental, energy and economic systems change, including global environmental change and climate change.
• Social movements and community engagement.
• Population change, including migration and refugee resettlement.
• Risk and resilience studies.
• Smart Cities and Big Data.

Boise State University is committed to increasing the diversity of its faculty, staff, students, and academic program offerings and to strengthening sensitivity to diversity throughout the institution. Boise State University is an affirmative action/equal opportunity employer, and members of historically underrepresented groups are especially encouraged to apply. We are a welcoming campus that supports diversity and inclusion.

Position Overview:
• 2 vacancies.

Duties and Responsibilities:
• Teach undergraduate courses in Environmental Studies, Global Studies and/or Urban Studies and Community Development.
• Opportunities to teach and contribute to the School of Public Service’s graduate programs.
• Engage in academic and public service scholarship.
• Engage in professional, university and public service.
Minimum Qualifications:
• PhD in a social science field. ABD candidates will be considered.

Preferred Qualifications:
• Interdisciplinary scholarship.
• Specialization in areas at the intersection of governance, well-being and/or sustainable community development.
• Experience and training in GIS and/or qualitative methods.
• May specialize in any geographic region and may work at any scale (micro, meso or macro). The successful candidate will possess the following knowledge, skills and abilities:
• Interest and potential in building a strong research record in the social sciences.
• Interest and potential in producing high quality peer reviewed and public service scholarship.

Salary and benefits: Competitive salary, plus an excellent benefits package is available for eligible employees, for more information visit: http://hrs.boisestate.edu/careers/benefits/.

Required Application Materials: Please submit a cover letter indicating your interest and qualifications for this position, curriculum vita, summary of recent teaching evaluations, a written sample of your research, transcripts (unofficial are acceptable) and three letters of recommendation. Please submit application materials using the following link:
https://boisestate.taleo.net/careersection/exfac/jobdetail.ftl?job=181289&tz=GMT-06%3A00

Any inquiries regarding the position may be sent to Dr. Kathleen Araújo at kathleenaraujo@boisestate.edu.

Letters of recommendation may be sent by letter writers to schoolofpublicservice@boisestate.edu.

Closing Date: The deadline for applications is November 30th, 11:59 PM MST.

About Boise: http://boisechamber.org
About the University: https://www.boisestate.edu/about/
About the School: http://sps.boisestate.edu

Assistant Professor
Political Science Program – School of Public Service
Requisition # 181329

Boise State University's School of Public Service is dedicated to excellence in innovative teaching, cutting edge scholarship and meaningful community outreach, serving the State of Idaho, the region, nation and global communities. The school is comprised of rich and diverse academic programs, including Criminal Justice, Political Science, and Public Policy and Administration, as well as interdisciplinary programs such as Environmental Studies, Global Studies and Urban Studies and Community Development. The mission of the school is supported by a variety of centers and institutes that facilitate research and public engagement.

The School of Public Service invites applications for a tenure-track, Assistant Professor position to begin in August of 2019. The area of specialization for this position is American politics with a focus on political institutions. Those studying how institutions intersect with class, race and ethnicity are especially encouraged to apply.
Boise State University is committed to increasing the diversity of its faculty, staff, students, and academic program offerings and to strengthening sensitivity to diversity throughout the institution. Boise State University is an affirmative action/equal opportunity employer, and applications from members of historically underrepresented groups are especially encouraged to apply. We are a welcoming campus that supports diversity and inclusion.

**Position Overview:**
- 1 vacancy

**Duties and Responsibilities:**
- Teaching undergraduate American Politics courses in Political Science with an emphasis on institutions.
- Opportunities to teach and contribute to interdisciplinary programs and the PhD in Public Policy.

**Minimum Qualifications:**
- Doctoral degree in Political Science or a related field (ABD will be considered).

**Preferred Qualifications:**
- Specialization in American politics with an emphasis on political institutions.
- Focus in areas of class, race and ethnicity.

**The successful candidate will possess the following knowledge, skills and abilities:**
- Interest and potential in building a strong research record in American political institutions.
- Research record demonstrating theoretical or empirical contributions to the field while utilizing quantitative, qualitative or mixed methods.
- Interest and potential in producing high quality peer reviewed and public service scholarship.
- Interest, experience, and/or ability to promote cultural competency and/or diversity.

**Salary and benefits:** Competitive salary, plus an excellent benefits package is available for eligible employees, for more information visit: [http://hrs.boisestate.edu/careers/benefits/](http://hrs.boisestate.edu/careers/benefits/).

**Required Application Materials:** Please submit your application by clicking the apply online button. Please attach a cover letter (indicating your interest and qualifications for this position), curriculum vita, summary of recent teaching evaluations, and written sample of your research, transcripts and three letters of recommendation.

Letters of recommendation may be sent by letter writers to schoolofpublicservice@boisestate.edu.

Please contact the search committee chair, Dr. Nisha Bellinger (nishabellinger@boisestate.edu) with any questions regarding the position.

**Closing Date:** November 19, 2018, 11:59PM MST

**About the Boise:** [http://boisechamber.org](http://boisechamber.org)

**About the University:** [https://www.boisestate.edu/about/](https://www.boisestate.edu/about/)

**About the School:** [http://sps.boisestate.edu](http://sps.boisestate.edu)
Students,

The Research and Exchange Grant below is part of a grant that I’m co-P.I. on. If you are doing rural policy related research that could be conducted in a comparative context, we should apply for these.

BSS

**RESEARCH & EXCHANGE GRANT**

**R&E Mobility Grant- New Call Open**

The new call for Research and Exchange Mobility Grant is now open, inside the call you can find the Guidelines, Criteria for eligible country/institution and the Post-mobility Outputs. Please, note that the deadline for applications is 25th of November 2018.

Proposals must be submitted using the application form and sending it to: Francesca Regoli (francesca.regoli@unibo.it) and Fabio De Menna (fabio.demenna2@unibo.it).

*Proposed research projects should be related to topics addressed by RPLC Policy Networks and should aim to develop an interdisciplinary and comparative approach. Thus, the inclusion of a mobility period within the proposal is mandatory. Clear outputs should be identified and developed in line with RPLC purposes. Collaboration with other partners (both from within and outside the RLPC network) is also mandatory. In addition, the involvement of policy makers is strongly suggested.”*

Projects should be carried out by students/junior researchers from RPLC partner institutions with the involvement of RPLC faculty members.
First MIRRA Research/Policy Brief Published- by Michelle Lam

The first MIRRA Research/Policy Brief is published by Michelle Lam entitled “Newcomer Integration and Educating Canadians”. This research brief provides an in-depth analysis of the recent board game tool entitled Refugee Journeys: Identity, intersectionality and Integration which is a tool that can educate Canadians more specifically about integration experiences. The game was developed with the goal of educating Canadians about newcomer experiences.

The Canadian government defines integration as a “two-way street” which involves change and accommodation from both newcomers and Canadians. But most settlement and integration initiatives work towards educating newcomers about Canada, not the other way around.

For full content of the Brief Click Here.

EMAIL LIST

DID YOU KNOW….the RPLC network has over 3000 email subscribers including students, faculty, practitioners, government, non-profit, and community members? If you have any “rural” related news, stories, research, conference or event - please let us know and we will help get the word out. Together we can help drive rural policy and improve rural life!
POSTDOCTORAL RESEARCH ASSOCIATE IN COMMUNICATING SCIENCE

Review Begin Date: December 10, 2018
Jobs announcement closes: December 17, 2018

Virginia Sea Grant (VASG) and the Alan Alda Center for Communicating Science are excited to announce a joint Postdoctoral Research Associate in Communicating Science position, with an emphasis on climate change and resilience in coastal communities. The Postdoctoral Associate will conduct research as well as design, test, and deliver training in the Virginia and midAtlantic regions. Located in the VASG office at William & Mary’s Virginia Institute of Marine Science in Gloucester Point, VA, the Postdoctoral Associate will collaborate closely with the Alda Center. The position is a two-year term, renewable for up to three years, at a salary of $50,000.

Applicants should submit:

• A 1-2 page statement of potential research ideas related to communicating science, particularly involving coastal climate change information, and training involving graduate students and climate scientists, managers and staff addressing coastal and marine issues.

• Cover letter that speaks to the candidate’s interest in the position and qualifications as well as identifies the timeline for PhD completion and/or availability for this position.

• Resume/CV

• Contact information for three (3) references

Online at https://jobs.wm.edu/postings/33732 by December 17, 2018.
**VIRGINIA SEA GRANT (VASG)** is a seven-university partnership funded by the National Oceanic and Atmospheric Administration (NOAA) with matching funds from the Commonwealth of Virginia. Headquartered at the Virginia Institute of Marine Science at William & Mary, and composed of the University of Virginia, Virginia Tech, George Mason, James Madison, Old Dominion, and Virginia Commonwealth Universities. VASG is one of thirty-three Sea Grant programs located in every coastal and Great Lakes state, Puerto Rico, and Guam. The national university based network contains over three hundred institutions involving more than 3,000 scientists, engineers, educators, students, and outreach experts. VASG funds integrate research, communication, education, extension, and legal programs to bridge technical expertise, as well as the needs of those who manage, conserve, enjoy, and make a living from Virginia’s marine environments. VASG holds a particular interest in enhancing coastal community resilience – including identifying and pursuing opportunities addressing challenges faced by flooding, sea level rise, social/economic, and ecological ramifications due to climate change.

**ALAN ALDA CENTER FOR COMMUNICATING SCIENCE (ALDA CENTER)** empowers scientists and technical experts to communicate complex topics in clear, vivid, and engaging ways. This leads to an improved understanding by the public, media, elected officials, and others outside of their own discipline. Located in Long Island, N.Y., on Stony Brook University’s campus, the Alda Center was formally established in 2009 with support from Stony Brook University, Stony Brook School of Journalism, Brookhaven National Laboratory, and Cold Spring Harbor Laboratory. Training methodologies are inspired by the empathy, clarity, and vivid storytelling brought to life by Alan Alda and hundreds of experts on the PBS television show Scientific American Frontiers. The Alda Center’s faculty specialize in science, technology, engineering, math, medicine, journalism, communication, public policy, and theater. This multidisciplinary approach to science communication training helps trainees tap into innate connections that come alive naturally when people recall a passion for their work.

**DESCRIPTION**

This Postdoctoral position is designed to advance science communication research. The opening will help create new training modules – training the next generation of coastal and marine scientists, engineers, designers, lawyers, planners and other technical specialists towards communicating with policy and management decision makers, stakeholders, citizens. This Postdoctoral Associate will focus on the areas of resilience, climate change communication, and developing research projects designed to advance the Alda Center’s science communication training methods in the Hampton Roads area. Specifically, the successful candidate will:

- Receive support to become a certified Alda Science Communication Trainer
- Conduct research in the field of science communication, including conducting literature reviews, and collecting and analyzing data.
• Collaborating with the Alda Center and VASG faculty and staff – design, deliver, and test new workshop curriculum that are tailored for resilience and climate change topics for VASG fellows, Virginia and the mid-Atlantic regions.
• Deliver 5-10 workshop days per year for the Alda Center and VASG, focused on Virginia and the mid-Atlantic.
• Participate and assist with manuscript writing for publications in scientific journals and presentations; may also assist in grant writing.
• Participate in planning discussions with leadership from VASG and the Alda Center on integrating communication training into the team science capacity building programs at VASG, and scaling up the application of Alda Method® climate and resilience training to a broader geographic scope.

The Alda Method® combines improvisational theater techniques that help scientists, engineers, and other technical experts to pay dynamic attention to the needs of their listeners and learn to spontaneously adjust to their audience. This approach integrates techniques to help experts distill their message, shape compelling stories, create common ground, and use conversational language that fosters genuine human connections. The successful candidate will support the Alda Center’s and VASG’s commitment to advancing research based science communication curriculum. The Postdoctoral Associate will focus on the area of resilience and climate change communication through developing research projects designed to advance the Alda Center’s and VASG’s communication training methods in this area. The training experience will enable the incumbent to conduct research on science communication in the context of real world application in Virginia and the mid-Atlantic. The position will work in VASG offices at the Virginia Institute of Marine Science, Gloucester Point, VA, and have a professional mentoring committee composed of Laura Lindenfeld (Director of the Alda Center), Troy Hartley (Director of VASG), the Alda Center and VASG collaborators in science communication and team science.

QUALIFICATIONS
• Ph.D. in Communication, Mass Communication, Journalism, or other relevant fields such as social psychology, psychology, sociology, political science, or education in hand by January 31, 2019
• Experience designing and conducting research
• Experience conducting workshops or teaching courses
• Demonstrated experience in coastal, marine, environmental communication – including content related to climate change
• Ability to communicate research results to both expert and non-expert audiences
• Excellent English writing and presentation skills

PREFERRED QUALIFICATIONS
• Expertise in social network analysis, science of team science, community engagement, or message framing demonstrated enthusiasm for coastal, marine and
environmental issues – including resilience and climate change in coastal communities.

• High levels of proficiency in qualitative, quantitative, or mixed methods social science or educational research
• Experience designing new curriculum
• Experience conducting workshops or teaching courses at the graduate level, or experienced professionals in coastal, marine or environmental fields, including public, private and nonprofit sectors
• Proficiency in data and project management
• Experience with grant writing and management
• Previous experience working as part of a team, including multidisciplinary research teams

HOW TO APPLY
Applicants should submit a:
• A 1-2 page statement of potential research ideas related to communicating science, particularly involving coastal climate change information, and training involving graduate students and climate scientists, managers and staff addressing coastal and marine issues.
• Cover letter that speaks to the candidate’s interest in the position and qualifications as well as identifies the timeline for PhD completion and/or availability for this position.
• Resume/CV
• Contact information for three (3) references

ADDITIONAL INFORMATION
Please contact Troy Hartley. Troy Hartley, Director Virginia Sea Grant
Email: thartley@vims.edu

William & Mary values diversity and invites applications from underrepresented groups who will enrich the research, teaching and service missions of the university. The University is an Equal Opportunity/Affirmative Action employer and encourages applications from women, minorities, protected veterans, and individuals with disabilities.
Public and Nonprofit Management
http://www.utdallas.edu/epps/public-affairs/

Mission and Program Overview
The Public and Nonprofit Management (PNM) program is housed within the School of Economics, Policy and Political Sciences (EPPS) at UT Dallas. The program is cohort-based and aims at developing well-rounded graduates who possess not only academic expertise in research and teaching but also skills appropriate for careers in governmental or nonprofit public service. We aim to provide students with advanced conceptual and theoretical training through a rigorous curriculum in the core areas of public and nonprofit management. Students who join the PNM program work with a highly trained and well published faculty with a wide range of expertise.

FAQs

How is your program structured?
The Ph.D. in Public and Nonprofit Management is a cohort-based program. Students enter in the fall semester and remain together through the completion of the core curriculum and the qualifying examination (QE). After passing the QE, the students finish their required coursework and work on their research interests. This structure produces shared experiences and progress through the program that enrich student learning and research skills. Our program admits between 6 and 10 new students each fall.

Can I work while I pursue my PhD?
Most all our doctoral classes are offered in the evening to accommodate working professionals. We have a good mix of full-time and part-time students in the program.

Do you offer assistantships?
Department offers competitive teaching assistantships for PNM doctoral students depending on the availability of funds. In the past, we have been able to fully fund 2-3 students every year. Teaching assistantships are merit-based. Students who wish to be considered for a TA position should indicate their interests when they apply for the program. Our funding package currently includes a full tuition waiver and a monthly stipend of $1,500.

How diverse is your student body?
The PNM PhD student body is very diverse, and includes several MPA graduates seeking to further their academic goals, students who have

PhD Advisor: Dr. Young-joo Lee email: vlee@utdallas.edu telephone: 972-883-6477 (U.S.)
returned to graduate school after years in the public and non-profit sector, midcareer employees, and international students. Our international students come from different countries including Bangladesh, China, Ghana, Greece, India, Israel, Italy, Jordan, Lebanon, Pakistan, Turkey, South Korea, and Zimbabwe.

Where are the students placed after graduation?
Recent graduates from the program have secured Tenure-track positions in universities such as: Drake University, University of Texas at Arlington, University of Memphis, U.S. Military Academy at West Point, University of Texas at Permian Basin, University of Laverne, Texas Woman’s University, etc. Our graduates also work for federal, state, local, and non-profit agencies.

Do you provide professional development opportunities?
The program and the university provide generous support for Ph.D. student research and networking opportunities at conferences. Many of our students publish in top journals prior to graduating. In the past 4 years two, UT Dallas Ph.D. graduates have won outstanding dissertation awards from NASPAA and APSA. Our students also won the emerging scholars award from NASPAA in two consecutive years (2017 and 2018). The program sponsored a Ph.D. student to attend the ASPA Young Scholars training in Cape Town, South Africa. We provide support for students’ conference travel, purchase STATA software for our PhD students, and pay for their first-year ASPA annual membership. We also host monthly brownbag events for our doctoral students.

What do faculty specialize in?
Faculty specializations include human resources management, leadership, nonprofit management, public budgeting and finance, and program evaluation. We are home to the premier journal in the field Public Administration Review, co-edited by Dr. Paul Battaglio. You can find more information about faculty members and their research interests here: https://www.utdallas.edu/epps/publicaffairs/faculty.html

What are the admissions requirements?
Applicants to the PhD program should have completed a master’s degree in public administration/affairs or social science, although we will consider applicants with other master’s degrees on a case by case basis. Applicants need to have taken the GRE within the past 5 years, and have maintained a GPA of 3.0 or higher in their graduate studies. International students whose native language is not English may be required to take the TOEFL exam as well. In addition, we require a personal statement, 3 letters of recommendation, past transcripts, and a CV.

When is the application deadline?
All materials must be received by the admissions office by January 15.
To apply visit: http://www.utdallas.edu/admissions/graduate/

PhD Advisor: Dr. Young-joo Lee email: vlee@utdallas.edu telephone: 972-883-6477 (U.S.)
Call for Submissions

The Hatfield Graduate Journal of Public Affairs is accepting submissions for its inaugural Spring 2019 issue. A decision on each submission will be made within 25 days of submission. The following guidelines should be followed:

- Title Page that includes: author(s) name, mailing address, telephone number, and e-mail address
- Brief abstract of 100-200 words
- Brief biographic information per author not to exceed 200-words
- Chicago Manual of Style formatting
- All submissions must be original works that align with the scope of the journal  • The maximum length of a submission should not exceed 5000-words including □ notes and tables/figures.

OVERVIEW:
The Hatfield Graduate Journal of Public Affairs is a graduate student-led academic journal of the Mark O. Hatfield School of Government in the College of Urban and Public Affairs at Portland State University. The journal features faculty, practitioner, and graduate student submissions that explore a range of public affairs issues.

SCOPE:
The Hatfield Graduate Journal of Public Affairs will include submissions under the following categories: original research articles, research briefs, critical responses to research, book reviews, field reports from practitioners, policy memos, review essays, and other forms of informative contribution.

Please forward all submissions and related questions to hatfieldsubmissions@pdx.edu.
E-mail subject line’s should include the author’s name and abridged title of submission.

For more information, please visit www.pdx.edu/hatfieldschool/the-hatfield-graduatejournalof-public-affairs

DEADLINE:
Accepting submissions until February 28, 2019.
GRADUATE STUDIES IN SOCIOLOGY
UTAH STATE UNIVERSITY

• Offers both MS and PhD degrees
• Provides students with a solid foundation in both sociological theory and research methods
• Organized around three primary areas of specialization:
  o DEMOGRAPHY
  o ENVIRONMENT & COMMUNITY
  o SOCIAL INEQUALITY

The department is widely regarded as one of the friendliest and most communitarian PhD-granting sociology programs in the U.S. Our faculty has a healthy mix of well-established and productive scholars with strong national reputations and a vibrant group of early-career sociologists developing their research and teaching portfolios.

Our department takes graduate student training and mentoring very seriously, and the program is designed to provide opportunities for sustained personal interactions between faculty and graduate students. All of our students have opportunities to work on research projects, develop classroom teaching skills, and collaborate on academic publications and professional meeting presentations. Doctoral candidates regularly teach undergraduate courses.

Nearly all of our students receive financial assistance from the department through a variety of research and teaching assistantships and fellowship awards.

http://sociology.usu.edu/academic_program/graduate-studies/index
The Demography program is administered through the Yun Kim Population Research Laboratory, a cluster of faculty and students housed in the sociology program working on funded research projects. Graduate training is oriented toward:

1) Basic and policy-oriented research on sociological aspects of demographic structure and processes, including migration, marriage and fertility, and morbidity and mortality;

2) Providing technical skills to conduct applied demographic analyses, such as population estimates and projections; and,

3) Facilitating student interests to provide training for domestic and international students that is relevant to their respective settings.

Core Faculty


GABRIELE CICIURKAITE (PhD, Kentucky). Assistant Professor. Medical Sociology, Research Methods, Aging and the Life Course, Mental Health.

ERIN HOFMANN (PhD, Texas). Assistant Professor. Demography, Migration, Gender, Russia and Eurasia.

SOJUNG LIM (PhD, Wisconsin). Assistant Professor. Demography, Family, Health, Work and Inequality, East Asia.

GUADALUPE MARQUEZ-VELARDE (PhD, Texas A&M). Assistant Professor. Demography, Health, Latino/Latina Studies.


Core Graduate Courses

Social Demography Advanced Seminar in Social Demography
Global Migration Techniques of Demographic Analysis
Population and Health Advanced Sociological Analysis

Examples of Recent and Ongoing Faculty Research Projects

• Sleep Duration and Health Outcomes among U.S. Children and Adolescents
• Gendered Migration Patterns to New U.S. Destinations
• Environmental Consequences of Immigration
• Gender, Work, and Family Changes in the U.S. and East Asia
• Medicalization of Obesity and Health
• Food Insecurity and Psychological Distress
• Disability and Migration
• Maternal Depression Differentials by Rural or Urban Residence
ENVIRONMENT & COMMUNITY

Utah State is home to one of the country’s largest and most active groups of social science faculty working on Environmental and Natural Resource problems, and on their linkage to varying community contexts in both urban and rural settings. Our doctoral specialization in Environment & Community provides strong disciplinary training in social theory and research methods, together with substantive coursework and research opportunities exploring a wide range of environmental and natural resource issues.

Core Faculty

E. HELEN BERRY (PhD, Ohio State). Professor. Demography, Population & Environment, Rural and Urban Sociology


JENNIFER GIVENS (PhD, Utah). Assistant Professor. Environmental Sociology, Global and Comparative Sociology, Development, Political Economy.

PEGGY PETRZELKA (PhD, Iowa State). Professor. Environmental & Natural Resource Sociology, Rural Sociology, Qualitative Methods.

Core Graduate Courses

Environment, Technology and Social Change  Natural Resources and Social Development Public Sociology:
Ecological Justice and Community Theory and Research
Community Action  Environmental Conflict Management

Recent and Ongoing Faculty Research Projects

- Amenity-based development, social well-being, and landscape change
- Cross-national comparisons of the carbon intensity of well-being
- Drivers of environmental concern and beliefs about climate change
- Local and regional water resource sustainability in rural-to-urban mountain landscapes
- Ecosystem disturbance, climate adaptation, and managing socio-ecological change
- Social and community dimensions of environmental health
- Public response to renewable energy development
- Deconstructing the multidimensionality of environmental attitudes and beliefs
- Power and powerlessness played out on land
- Social dynamics of women landowner and male tenant relations on leased agricultural land
SOCIAL INEQUALITY

The area specialization in social inequality allows graduate students to explore how states, policies, organizations and labor markets come together to create differing opportunities and outcomes for diverse groups within society, as well as across societies. Our faculty conduct research on gender, racial, and class inequalities within the United States and other countries, as well as comparative, cross-national research. Many of our faculty specialize jointly with the other two specialization areas in the sociology program (Demography and Environment & Community), as well as collaborating with colleagues in other disciplines (including Environment & Natural Resources, Management, and Political Science).

Core Faculty

LEON ANDERSON (PhD, Texas). Professor. Social Inequality, Crime & Deviance, Homelessness. E.


GABRIELE CICIURKAITE (PhD, Kentucky). Assistant Professor. Medical Sociology, Research Methods, Aging and the Life Course, Race, Gender and Class, Mental Health.

CHRISTY GLASS (PhD, Yale). Professor. Work and Inequality, Organizations, Gender.

JENNIFER GIVENS (PhD, Utah). Assistant Professor. Environmental Sociology, Global and Comparative Sociology, Development, Political Economy.

ERIN HOFMANN (PhD, Texas). Assistant Professor. Demography, Migration, Gender, Russia and Eurasia.

SOJUNG LIM (PhD, Wisconsin). Assistant Professor. Demography, Health, Work, East Asia.

GUADALUPE MARQUEZ-VELARDE (PhD, Texas A&M). Assistant Professor. Demography, Health, Latino/Latina Studies.

MARISELA MARTINEZ-COLA (PhD, Emory). Assistant Professor. Race and Ethnic Relations, Race and Law, Culture and Inequality, Historical Sociology.

PEGGY PETRZELKA (PhD, Iowa State). Professor. Environmental Sociology, Rural Sociology.

Core Graduate Courses

Theory & Research in Inequality
Work and Occupations
Global Migration

Public Sociology
Political Sociology
Social Policy & Inequality

Recent and Ongoing Faculty Research Projects

- Aging in Rural America
- Bias and Discrimination in the Workplace
- Job Quality and Family Outcomes in the U.S.
- Chronic Illness Prevention and Management among Vulnerable Populations
- Cross-National Comparison of the Carbon Intensity of Well-Being
- Consequences of Immigration in the U.S. West
- Gender, Work, and Family Changes in East Asia
- Global Migrants, Guest Workers & Good Mothers: Gender and Labor Migration in Spain
SOCIOLOGY GRADUATE FACULTY

LEON ANDERSON (PhD, Texas). Professor. Social Inequality, Qualitative Methods, Homelessness, Crime and Deviance

E. HELEN BERRY (PhD, Ohio State). Professor, Director of Graduate Studies. Demography, Ecology, Methods, Urban Sociology

GABRIELE CICIURKAITE (PhD, Kentucky). Assistant Professor. Medical Sociology, Research Methods, Aging and the Life Course, Mental Health

STEVE DANIELS (PhD, Duke). Professor. Rural and Natural Resource Community Development, Collaborative Learning and Conflict Mediation, Natural Resource Policy

COURTNEY FLINT (PhD, Pennsylvania State University). Professor. Natural Resources, Community and Rural Sociology; Interdisciplinary, Mixed-Methods Research

JENNIFER GIVENS (PhD, Utah). Assistant Professor. Environmental Sociology, Comparative International Sociology, Political Economy

CHRISTY GLASS (PhD, Yale). Professor. Inequality, Social Change, Work and Occupations, Gender

ERIN HOFMANN (PhD, Texas). Assistant Professor. Demography, Migration, Gender, Labor Markets

JASON LEIKER (PhD, Southern Illinois) Lecturer. Criminology, Deviance

SO-JUNG LIM (PhD, Wisconsin-Madison). Assistant Professor. Social Inequality, Work, Family, Demography

GUADALUPE MARQUEZ-VELARDE (PhD, Texas A&M). Assistant Professor. Demography, Health, Latino/Latina Studies

MARISELA MARTINEZ-COLA (PhD, Emory). Assistant Professor. Race and Ethnic Relations, Race and Law, Culture and Inequality, Historical Sociology

PEGGY PETRZELKA (PhD, Iowa State). Professor. Environmental and Natural Resource Sociology, Community, Rural Sociology, Qualitative Methods

ERIC REITHER (PhD, Wisconsin-Madison). Professor. Demography, Health, Obesity, Mortality

STEPHEN VAN GEEM (PhD, South Florida). Lecturer. Mental Health, Criminology

http://sociology.usu.edu/academic_program/graduate-studies/index
City Internships | International Work Experience – Applications Now Open

With the new academic year well underway, I am pleased to announce the launch of the application process for our 2018/19 Study and Intern Abroad Programs.

For this academic year, we'll be offering Winter, Spring and Summer Programs in 9 locations: London, Paris, New York, Washington D.C., Miami, Chicago, Los Angeles, Boston & San Francisco.

All of our Programs feature a series of career-readiness classes, workshops and events centered around an internship placement at a leading company in an industry of interest to a student.

Our programs are open to students from any year and with any major, and they may choose a placement in one of 9 career fields: Banking & Financial services; Consulting & Professional services; Law & Politics; Technology & Engineering; Marketing, Advertising & PR; Media, Entertainment & Journalism; Art, Fashion & Design; Start-ups & Entrepreneurship; Charities, NFPs & NGOs.

Students may be directed to apply now at: https://city-internships.com/apply

For your information, and your student's if you could be so kind to share this email with them, I have prepared a Prospectus explaining our programs and offering: City Internships 2018/19 Prospectus and also a printable Noticeboard Flyer.

I have provided some additional information below about our Academic Partnerships Initiative and managing your membership to this email distribution list should you wish to alter it.

Thank you for taking the time to read this email, and I look forward to working with your students on one of our programs.

Best wishes,
Lewis

Lewis Talbot
Founder & CEO, City Internships
www.city-internships.com
Paying for Tomorrow: Maintaining Our Quality of Life

November 6, 2018 3:00 pm - 4:30 pm

JOIN US
Environmental Law Institute
1730 M Street, NW, Suite 700
Washington, DC (and via webinar)

REGISTRATION
This event is open to the public but you must register. Please register by November 2, 2018.

Our quality of life is heavily influenced by the quality of our environment. Whether we want to keep the beauty and quality that we have, or we want to change and clean up those areas of our environment that have been compromised, environmental quality is inextricably bound up with our sense of the quality of our lives. Yet, this comes with a cost. We have to pay to reduce greenhouse gases, but we also have to pay for climate resilience, adaptation, and mitigation. We also have to have safe drinking water plants and wastewater treatment plants, but we also need power to run them. And we want to conserve energy and increase our use of renewables, but we also need to protect jobs.

We were relatively successful at tackling many of the environmental problems of the past. But we now face a new set of environmental challenges, and we have neither the financial nor the operational structures to deal with these situations. And so it is imperative that we adopt the most cost-effective solutions to the problems we face now and in the future.

In Paying for Tomorrow: Maintaining Our Quality of Life, author and leading expert Michael Curley explores what we are going to have to pay for in order to maintain our quality of life in the foreseeable future, including the strategies we must employ to make sure that we use the most cost-effective and least expensive strategies to pay for them.

Join us on November 6 as Michael Curley explores and explains the various financial strategies that could be used to preserve the quality of our lives. The workshop will include the opportunity to have your questions answered by the author, glean deeper insight into these key topics, and discuss how to apply various tools into your own profession or practice. 

Register now at: https://www.eli.org/events/workshop-paying-tomorrow
Climate change has and will continue to impact global agricultural production, with food security and production consequences that will be felt unequally across the planet. Agricultural activities contribute to global warming emissions, while also offering opportunities for greenhouse gas mitigation. It is clear that the agrifood system will have to adapt to a changing climate. There are both challenges and opportunities in the agrifood system to responding to climate change, from decision-making made at the farm-scale to policies set to incentivize change at the local to national scale. Here we explore adaptation efforts in the agrifood systems, with examples from the inland PNW wheat producing region, the U.S. Corn Belt, and the Willamette Valley while also examining opportunities for mitigation co-benefits. We will examine policies and engagement strategies for enabling change at various human-institutional scales.

Gabrielle Roesch-McNally is a Postdoctoral Fellow with the USDA Climate Hubs. She earned her PhD at Iowa State University in Sociology and Sustainable Agriculture. She work explores intersections between sustainable agrifood systems, participatory research and coproduction, and climate adaptation decision making. She is a new graduate faculty in the School of Public Policy and is eager to get to know student and faculty in the program.

FRIDAY, NOV. 2, NOON-1 P.M.
414 BEXELL HALL
FREE
http://liberalarts.oregonstate.edu/spp/
Dissertation/Thesis Defense

Fall 2018 Defenses

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<td>Leanne Giordono</td>
<td>Thursday, November 15th</td>
<td>1:00 pm</td>
<td>Valley Library 1420</td>
<td>Advocacy Coalitions, Shifting Priorities and Disability Services: Taking an Iterative and Integrative Approach to Explaining Policy Change</td>
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MPP Student and Faculty in the News

- MPP Alum Muhammad Salar Khan recently published "Powering the Powerless in Pakistan" in *The Diplomat*.

Funding, Research and Job Opportunities

Cookingham-Noll Management Fellowship

Greetings,

My name is Ruanda McFerren and I am currently serving as a Cookingham-Noll Management Fellow in the City Manager’s Office of Kansas City, Missouri. I am writing to share with you and your students that the application for the 2019-2021 Fellows is now open.

The Cookingham-Noll Management Fellowship is one of the longest running and most well-known municipal management fellowships in the country. The program attracts, develops, and retains talented individuals with an interest in a local government management career.

Offering recent graduates of Public Administration (or related) Master’s program a two-year experience, Fellows gain 360-degree view of the city. The rotations in the City Manager’s Office, the Office of Performance Management, the Office of Management and Budget, and other departments where Fellows have an interest allows for this unique perspective. Aside from day-to-day work responsibilities, Fellows also attend and participate in meetings with the City Manager and other City leaders. Upon conclusion of the Fellowship, successful participants are recruited by departments to fill available city jobs, and many top-level executives across the country began their career in this program.

We are now recruiting for two new Fellows, who will begin the two-year program in June 2019. Our application portal is now open and will close on Friday, November 30th.
Required application materials for the initial stage include a cover letter, current resume, all academic transcripts, and a City application. Additional information and application instructions can be found on our website: https://cookinghamnoll.wixsite.com/cookinghamnoll.

Please forward this opportunity to any of your students who might be interested in pursuing this Fellowship. If this email reached you in error, please forward this to the Career Services Director at your school.

Please do not hesitate to contact me if you or your students have any additional questions.

Thanks,

Ruanda

Ruanda McFerren
Cookingham-Noll Management Fellow
Office of the City Manager
City of Kansas City, Mo.
414 E. 12th St.
Kansas City, MO 64106
Phone: 816-513-1364
Cell: 479-431-7504
Email: ruanda.mcferren@kcmo.org
www.kcmo.gov

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**Exciting Job Opportunity at ODA**

For your information, the ODA has recently posted two job announcements. Please share these announcements with interested applicants or other organizations that would be willing to share the announcements.

Director’s Office is hiring a permanent, full-time, management service, non-supervisory, Operations and Policy Analyst 4 in Salem, Oregon. This recruitment will close at Midnight on November 25, 2018.

To see the full recruitment please click the following link. https://oda.fyi/AG18-0035

Market Access & Certification Program Area is hiring a permanent, full-time, management service, Principal Executive/Manager F in Portland, Oregon. This recruitment will stay open until filled. Applications will be reviewed every Monday while the recruitment is open.

To see the full recruitment please click the following link. https://oda.fyi/AG18-0036

All Oregon job opportunities can be found at https://www.governmentjobs.com/careers/oregon

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**NWF job posting: Senior Manager, Public Land Policy**

**Senior Manager, Public Lands Policy**

Application Link: https://recruiting.ultipro.com/NAT1047NWF/JobBoard/1ca8346a-33cc-401d-90d9-d7f752f7fd7d/OpportunityDetail?opportunityid=3133c3d1-94aa-4039-8278-25225e6231af

Description
Founded in 1936, the National Wildlife Federation is America’s largest and most trusted grassroots conservation organization with 51 state and territorial affiliates and some six million members and supporters nationwide. The Federation’s programs are aimed at conserving wildlife, restoring important habitats and waterways, defending clean air and water, protecting public lands, expanding outdoor opportunities for all, and connecting children with nature. To meet our mission we are seeking a Sr. Manager, Public Lands Policy to join our staff, working out of our National Advocacy Center in Washington, DC.

In this role you will champion the National Wildlife Federation’s public lands agenda in Congress and executive branch agencies in Washington. You will serve as the organization’s lead federal lobbyist on public lands issues, tracking legislation and agency policy, and working to advance our priorities with members of congress and the administration. You will be an integral member of our cross-organizational public lands and energy team and will work particularly closely with NWF’s regional offices, affiliates, and other disciplines across the organization. Your areas of focus will include: policy threats to keeping public lands in public domain; curbing unbridled fossil fuel energy development on public lands; protecting and enhancing important landscapes critical for wildlife; protecting and expanding protected lands designations, such as national monuments, wilderness or wildlife refuges; advocating for adequate funding for conservation programs in relevant agencies; protecting keystone environmental laws; and working with a diverse community of coalitions. You will also work with a NWF team to ensure stewardship of grants, funder relationships, and pursuing new grant opportunities.

You will report to the Associate Vice President for Public Lands (based in the West) and work in close coordination with the Vice President for Conservation Strategy in DC.

In this role you will:

- Serve as NWF’s chief lobbyist and advocate in Congress and federal agencies for public lands protections and policies around energy extraction on public lands. Must strategically cultivate relationships on Capitol Hill, the Interior Department and with other administration officials as needed. Must develop sufficient expertise in subject matter to prepare for congressional hearings and mark ups, hill blasts, media and action alert talking points, and serve as a go-to resource for Hill and agency staff.
- Coordinate strategy with and provide NWF leadership among colleague organizations and coalitions in conservation communities.
- Work in collaboration with NWF’s regional offices/affiliates to implement public lands agenda and define key opportunities for NWF leadership on the Hill, informed by the work of staff and affiliates across the country. Assist coordination with core advocacy teams (i.e. online, communication, field) to advance NWF’s public lands goals. Assist in the preparation and deployment of NWF’s CEO in this work as priority dictates.
- Assist team with NWF administrative/institutional management duties and grants stewardship.

Qualifications:

- Bachelor’s degree required; advanced degrees in environmental policy, land management, law or other related topics desirable, but not required.
- Extensive experience working for a non-profit, government agency, congressional office or comparable entity on conservation or related topics. Advocacy experience a plus.
- Strong knowledge on how Congress, the Executive Branch and state government agencies work.
- Knowledgeable about federal lands policy can protect wildlife and wild places.
- Strategic thinker, well organized, engaged communicator, and have demonstrated ability to set goals and meet deadlines.
- Emotionally intelligent.
- Ability to work well and effectively with others in pressured environment, without drama.
- Humor a plus.
- Capable of engaging and bolstering marginalized voices in advocacy.
Embody NWF institutional values of collaboration, empowerment, inclusivity, mindfulness and mission focus.

There will be travel in this role, approximately 4-6 times per year, 12-15 nights per year.

We aspire to be an inclusive multicultural organization that celebrates the rich dimensions of diversity such as race, ethnicity, gender identity, sexual orientation, socio-economic status, age, physical ability, and religious and political belief. Diversity at the National Wildlife Federation translates into understanding and valuing each other's perspectives.

The National Wildlife Federation offers excellent benefits, including a 16 week paid FMLA, generous leave, competitive compensation, and a family-friendly, flexible work environment. We are committed to building a complementary team and strongly support candidates from all backgrounds to apply. If you meet more than 75% of the qualifications of this description, we support your application. If selected, a background check will be conducted.

If you are interested you should submit both a cover letter and resume.

Dear Colleagues:

As Directors of the Consortium on Race, Gender, and Ethnicity and the Latino Research Initiative, we are deeply engaged in advancing the next generation of underrepresented minority scholars. We are committed to building pathways to successful research careers. Join us in this effort by identifying early career faculty and advanced doctoral students in social and behavioral sciences to participate in a critical week-long training institute:

**Early Career Faculty**

Intersectional Qualitative Research Methods Institute for Early Career Faculty (IQRMI-ECF) at the University of Maryland College Park (June 2-7, 2019) focuses on methodological skills, writing for publication, and navigating the academic environment to ensure retention, tenure, and promotion. Apply [here](#).

**Advanced Doctoral Students**

Intersectional Qualitative Research Methods Institute for Advanced Doctoral Students (IQRMI-ADS) at The University of Texas at Austin (June 23-28, 2019) focuses on completion of a doctoral degree, navigating the job market, postdoctoral fellowship applications, and writing for publications in preparation for a successful research career. Apply [here](#).

**The application deadline is Friday, November 30, 2018.**

Scholars who are Mexican American, African American, Native American, Puerto Rican, or from other socially and economically disadvantaged groups are encouraged to apply. The Institutes are designed to provide an equity lift to navigate successfully the next critical transition in the applicant’s academic/research career pathway. Institute objectives are to enhance qualitative intersectional research skills, writing skills and scholarly practices, and to create a network of intersectional scholars. We intend to strengthen the intellectual and social capital of these participants through tailored professional development.

We need your help in spreading the word to prospective participants.

Please share the attached flyers about these institutes far and wide to your doctoral students, colleagues, listservs, and networks.

We are very grateful for your assistance in helping us build and strengthen pathways to successful research careers for underrepresented minorities through participation in these institutes.

DEBORAH PARRA-MEDINA, MPH, PhD, FAAHB
Director, Latino Research Initiative
Professor, Mexican American and Latina/o Studies
The University of Texas at Austin | 512-475-9315 | liberalarts.utexas.edu/lri

Assistant Professor and Director, Restoration of Natural Systems Programs

**School of Environmental Studies, University of Victoria**

May 1, 2019 start date
The School of Environmental Studies at the University of Victoria, located on the traditional territories of the Songhees, Esquimalt and WSÁNEĆ peoples, invites applications for an Assistant Professor and Director, Restoration of Natural Systems (RNS) Programs. The interdisciplinary field of ecological restoration investigates the causes, consequence and remedies for ecosystem degradation. A joint project of the School of Environmental Studies and the Division of Continuing Studies, the Restoration of Natural Systems (RNS) program at UVic, since 1996, is a comprehensive training initiative for restoration practitioners in North America. The RNS program emphasizes a holistic approach that combines research and theory of the biophysical sciences with skills for effective collaboration with communities in restoration work. The program has evolved to include significant distance education as well as hands-on field-based learning, and has expanded to include Diploma, Certificate, and Professional Specialization Certificate opportunities. Ecological restoration is also now integrated into the undergraduate and graduate programs in the School of Environmental Studies. We seek a restoration ecologist who would like to combine their passion for research and training to continue and enhance the delivery of the RNS program. The School of Environmental Studies, http://web.uvic.ca/enweb/, is supported by three overlapping streams of scholarship: political ecology, ethnoecology, and ecological restoration. We are a relatively small group and depend on close cooperation, mutual respect, and camaraderie for our flourishing.

The workload for the position is divided between Program Leadership and Administration (40%), Research (30%), and Teaching (30%), although we anticipate that initially a larger percentage may be spent on Program Leadership. The successful applicant will be a tenure-track appointment at the rank of Assistant Professor. The anticipated start date for this position is May 1, 2019.

Candidates will be evaluated on the criteria that follow. The successful candidate will offer evidence of excellence in program leadership and administration. Previous experience in the development of professional courses, working with adult learners, and/or working in collaboration with institutional, community and professional groups would be an asset. The candidate will hold a PhD and will be an active researcher in the field of restoration ecology who demonstrates particular research and teaching creativity. The candidate must have a critical understanding of the complex ecological restoration challenges involved in the interaction of social and biophysical systems, and be proposing an original, innovative research program of high quality. The candidate will also offer evidence of high-quality teaching and supervision, and of research that is responsive to and respectful of the needs of Indigenous and/or local communities.

The University of Victoria is an equity employer and encourages applications from women, persons with disabilities, visible minorities, Indigenous Peoples, people of all sexual orientations and genders, and others who may contribute to the further diversification of the University.

Persons with disabilities, who anticipate needing accommodation for any part of the application and hiring process, may contact Faculty Relations and Academic Administration in the Office of the VP Academic and Provost at frrecruit@uvic.ca. Any personal information provided will be maintained in confidence.

All qualified candidates are encouraged to apply; in accordance with Canadian Immigration requirements, Canadians and permanent residents will be given priority. Please indicate in your application package if you are a Canadian citizen or permanent resident.

Faculty and Librarians at the University of Victoria are governed by the provisions of the Collective Agreement. Members are represented by the University of Victoria Faculty Association (http://www.uvicfa.ca )

Please submit your application by e-mail to: esapps@uvic.ca Applications should include in a single PDF: (1) a cover letter providing an overview of the candidate’s qualifications and how they fulfill the criteria defined above, (2) a detailed curriculum vitae, (3) a 2-3 page overview of leadership and administrative experience, (4) a 2-3 page description of the candidate’s proposed research program, (5) a one page description of the candidate’s three most important research contributions to date, (6) a 2-3 page statement of teaching experience and approach, including evidence of teaching effectiveness, and (7) contact information for three referees.
The Ph.D. program in public administration at Penn State Harrisburg provides advanced graduate education in theory and research to prepare students for academic, research, and advanced professional careers. The program admits full-time and part-time students who have strong academic records and research interests compatible with faculty members' area of expertise.

In addition to taking the required foundation and research methods courses, students take courses to specialize in areas of their interest. The program’s faculty members help students develop their specializations including, but not limited to:

- State and local policy and management
- Nonprofit management
- Public budgeting and finance
- Health administration
- Performance management
- Collaborative governance networks
- Homeland security administration and policy
- Criminal justice administration and policy
- Policy analysis and evaluation

Applicants to the Ph.D. program must have completed a master’s degree in public administration or a related field of study (political science, public policy, economics, sociology, anthropology, social work, business management, health administration, etc.). Admission decisions are made based on an applicant’s GRE scores, TOEFL scores (for international applicants), résumé, statement of goals and research interests, writing sample, official transcripts, and three letters of recommendation.

The program admits students in cohorts which begin in fall semesters. The deadline for applicants who request to be considered for a graduate assistantship or fellowship is January 15 of each year for the following fall semester. Students who are not seeking assistantships may apply until March 15.
Assistant Professor and Director, Restoration of Natural Systems Programs

School of Environmental Studies, University of Victoria

May 1, 2019 start date

The School of Environmental Studies at the University of Victoria, located on the traditional territories of the Songhees, Esquimalt and W̱SÁNEĆ peoples, invites applications for an Assistant Professor and Director, Restoration of Natural Systems (RNS) Programs. The interdisciplinary field of ecological restoration investigates the causes, consequence and remedies for ecosystem degradation. A joint project of the School of Environmental Studies and the Division of Continuing Studies, the Restoration of Natural Systems (RNS) program at UVic, since 1996, is a comprehensive training initiative for restoration practitioners in North America. The RNS program emphasizes a holistic approach that combines research and theory of the biophysical sciences with skills for effective collaboration with communities in restoration work. The program has evolved to include significant distance education as well as hands-on field-based learning, and has expanded to include Diploma, Certificate, and Professional Specialization Certificate opportunities. Ecological restoration is also now integrated into the undergraduate and graduate programs in the School of Environmental Studies. We seek a restoration ecologist who would like to combine their passion for research and training to continue and enhance the delivery of the RNS program. The School of Environmental Studies, http://web.uvic.ca/enweb/, is supported by three overlapping streams of scholarship: political ecology, ethnoecology, and ecological restoration. We are a relatively small group and depend on close cooperation, mutual respect, and camaraderie for our flourishing.

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Persons with disabilities, who anticipate needing accommodation for any part of the application and hiring process, may contact Faculty Relations and Academic Administration in the Office of the VP Academic and Provost at frrecruit@uvic.ca. Any personal information provided will be maintained in confidence.
All qualified candidates are encouraged to apply; in accordance with Canadian Immigration requirements, Canadians and permanent residents will be given priority. Please indicate in your application package if you are a Canadian citizen or permanent resident.

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Please submit your application by e-mail to: esapps@uvic.ca  Applications should include in a single PDF: (1) a cover letter providing an overview of the candidate’s qualifications and how they fulfill the criteria defined above, (2) a detailed curriculum vitae, (3) a 2-3 page overview of leadership and administrative experience, (4) a 2-3 page description of the candidate’s proposed research program, (5) a one page description of the candidate’s three most important research contributions to date, (6) a 2-3 page statement of teaching experience and approach, including evidence of teaching effectiveness, and (7) contact information for three referees.

Application deadline: January 11th, 2019.

Contact for questions:
Dr. Karena Shaw
Director, School of Environmental Studies ses@uvic.ca

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2018 Call for Proposals

Brief Proposal Deadline: December 14, 2018 (3 p.m. ET)

Health Data for Action: Leveraging Health Data for Actionable Insights (Data Access Award)

BACKGROUND
The Health Data for Action (HD4A) program, launched by the Robert Wood Johnson Foundation (RWJF) in 2017, is designed to leverage health data for actionable insights. HD4A, Evidence for Action, Policies for Action, and Systems for Action underscore RWJF’s commitment to engaging health and related sectors in building a rigorous evidence base to address health and well-being, and achieve health equity.

At RWJF, we believe deeply in the importance of research, evaluation, and learning to build a transdisciplinary evidence base that helps inform efforts to address complex and interrelated determinants of health. We recognize that access to rich data is a cornerstone of producing timely and objective research. The HD4A program further aligns with RWJF efforts to engage the health care sector in promoting population health and broader policy considerations. With greater access to health data, including data from delivery systems as well as health information technology, researchers can better answer important questions to build a Culture of Health and inform health policy.

HD4A aims to reduce the barriers often faced in accessing rich data by serving as a conduit between data owners and interested researchers. Through each HD4A call for proposals (CFP), RWJF will make valuable data from unique data owners available to researchers. The grants funded under the 2017 CFP are available on the Academy Health website.
THE PROGRAM

To broaden access to these valuable datasets, the 2018 HD4A CFP will provide access to data from one of four data providers at no cost to the research team; however, the selected projects will not be accompanied by a financial award for personnel or other project-related costs. Projects could examine a wide array of topics, including health care utilization and spending, employer-sponsored insurance, competition and consolidation, opioid use and treatment, private insurance benefit design, geographic variation, accountable care organizations, low-value care, and obesity, among other topics.

The HD4A program will support innovative research that uses the available data to answer important research questions. Applicants under this CFP will write a proposal for a research study using data from one of the following four data providers: the Health Care Cost Institute (HCCI), OptumLabs, CareJourney, or athenahealth. The proposed studies should enable relevant, innovative, and actionable research that uses the available data to answer important, policy-relevant questions. Successful applicants will receive access to these data, which are described in greater detail below. A summary table is provided following the data descriptions.

Health Care Cost Institute

The Health Care Cost Institute’s multiyear data, which is de-identified and compliant with the Health Insurance Portability and Accountability Act (HIPAA), includes the health care claims for nearly 50 million members per year insured in the individual, group, or Medicare Advantage markets for the years 2008 to 2016.

These data, contributed by three large national insurers—Aetna, Humana, and UnitedHealthcare—consist of fully adjudicated, paid, de-identified medical and pharmacy claims. These data include patients’ and providers’ geography, provider specialty, service dates, diagnostic (ICD-9 or ICD-10) and procedure codes (MS-DRG, CPT, HCPCS), prescription national drug codes (NDC), and allowed amounts—which are the actual amounts paid to health care providers by an insurer—plus any co-payments, deductibles, or co-insurance paid by the insured person. Members are assigned a unique identifier and can be tracked over time, within an insurer.

The HCCI data is available to researchers in two different views in order to maintain the statistical de-identification of the data. The views of the data are relatively similar, with Data View 1 having more patient demographic information (year of birth), while Data View 2 has more detailed geographic information (five-digit ZIP code) about patients and providers and age bands. The data dictionary available on the HCCI website has information on the variables available and which variables are available in each data view. The demographic information for members is limited to age (either year of birth or age band) and gender, and neither racial/ethnic nor socioeconomic information about the insured patients is included. Researchers choose a five-year block of data, currently available are: 2008–2012, 2009–2013, 2010–2014, 2011–2015, and 2012–2016. Up to two users per research team may access the data through HCCI’s secure, virtual data enclave, hosted by NORC at the University of Chicago. The secure data enclave has a Citrix infrastructure that turns researchers’ computers into “remote terminals.” Researchers who wish to merge external data files into the HCCI data may upload them to the secure data enclave with approval from HCCI. Providers are identified in the HCCI data by encrypted (de-identified) National Provider Identifiers (NPIs). External data files that have NPIs can be encrypted for merging with the HCCI data. Any comparisons between the HCCI data and any other data sources need to be clearly specified in research proposals.

- More information is available in the data dictionary available on the HCCI website.
- Abstracts of research papers conducted using HCCI data are also available on the HCCI website.
- Please contact HCCI for more information about the HCCI data enclave.

Under HCCI's data use agreements, HCCI currently licenses data to academic institutions, government organizations, and 501(c)(3) nonprofits. Researchers based at consulting companies, provider organizations, health insurance plans, or research institutions affiliated with those organizations are not eligible. Successful applicants’ institutions will have to
sign a standard license agreement with HCCI for data access, and successful applicants will have access to the HCCI data for 12 months after the initial entry into the data enclave. At the end of 12 months, successful applicants will have the option to renew their data license at the current annual price. If researchers choose not to renew their data license, the analytic files created inside the data enclave will be held for 12 months. HCCI will provide basic user support (e.g., answering questions about the data, helping researchers use the data enclave), but will not provide any technical assistance (e.g., cutting data files).

Proposals using HCCI data could focus on a broad range of topics, including, but not limited to, the following:

- Health care spending, utilization, and prices
- Trends in employer-sponsored insurance
- Trends in private insurance markets
- Consolidation, integration, and market competition

The following examples are illustrative. No particular interventions or issues are prescribed, and we encourage other topics and research questions that are not listed. Possible research questions might include:

- Are communities with high levels of Accountable Care Organization (ACO) penetration different with respect to utilization or prices from similar communities with minimal ACO penetration?
- How do higher or lower levels of community-level spending on public health or a social determinant of health correlate with health care utilization and/or spending?
- Do price transparency regulations or mandates appear to have influences on health care prices, and if so, for which services?
- What does the evidence suggest about provider consolidation and the subsequent effect on health care prices? Or on health policy changes?
- What factors are associated with variation in physician reimbursement both cross-sectionally and over time?
- Does the age and/or gender of individuals in high-deductible plans differ from those in traditional commercial plans?
- How does the composition of spending for individuals of the same age or gender vary by type of benefit plan?

**OptumLabs**

OptumLabs® is a collaborative research and innovation center founded in 2013 with a mission to improve health and health care with its expertise in interpreting complex data and utilizing leading-edge data science. In its large and comprehensive data asset, there are de-identified claims data for privately insured and Medicare Advantage enrollees in a large, private, U.S. health plan. The OptumLabs Data Warehouse (OLDW) contains longitudinal health information on enrollees, representing a diverse mixture of ages, ethnicities, and geographical regions across the United States. Data are available for the years 1993–2017, representing more than 120 million lives.

Due to the complexity of the OptumLabs data, the project team will not have direct access to the data. The principal investigators will be assigned an experienced, in-house OptumLabs research team to assist with programming and executing their research project. In this manner, the awarded project team will be able to leverage OptumLabs data
expertise, enabling them to focus on the study design. Accessing data through an OptumLabs research team is not meant to constrain the research question or analysis; rather it is intended to assist the awarded research team by eliminating the need for them to become proficient in the nuances of the OptumLabs data assets in a short amount of time.

Each team will include dedicated programmer/analyst resources, which will execute study components under the principal investigator’s direction (technical specifications, documentation, analytic dataset construction including all data linkages, and analysis). Principal investigators also will have access to support from a principal scientist from OptumLabs—an experienced PhD-level investigator with 10+ years’ experience executing research intended for peer-review publication using the OptumLabs and related Optum data assets.

The OLDW includes claims for physician, hospital, and prescription drug services. The following data assets are linked to the claims data at the enrollee level:

- Medical and pharmacy benefit design information
- Laboratory results
- Socioeconomic information (sourced from a national supplier of consumer marketing data, which includes consumer-specific demographic, behavioral, and lifestyle information)

Additionally, it is possible to access to the HRSA Area Health Resource File, which will be linked to our administrative claims. It is comprised of eight broad areas obtained from more than 50 sources, including health care professions, health facilities, population characteristics, economics, health professions training, hospital utilization, hospital expenditures, and environment.

- For more detailed information regarding OptumLabs data, including a summary data dictionary, a non-disclosure agreement (NDA) with OptumLabs is required. Please visit www.optumlabs.com/HD4A to submit your contact information to receive an NDA.

- A list of research publications using OLDW data is available on the OptumLabs website (www.optumlabs.com).

Study cohorts will be developed by the OptumLabs research team assigned to the project, based on the investigator’s research question. Under the HD4A program, OLDW data are available to researchers in four different views in order to maintain the statistical de-identification of the data. Each view of the data offers different levels of data granularity across domains (e.g., one may trade off geographic specificity for greater sociodemographic specificity), while still meeting the standards of de-identification. Researchers will choose one data view for their research project.

Successful applicants will have access to the OLDW data through their OptumLabs project team for 12 months after project initiation. Upon project completion, researchers will be allowed to access a project archive to answer questions from journal editors regarding a manuscript that has been submitted for publication. Successful applicants’ institutions will be required to sign a standard license agreement with OptumLabs. Applicants may not be a pharmaceutical, biotech, nutraceutical, or medical device company, or a competitor of Optum, Inc., unless agreed to by OptumLabs.

Research proposals using OLDW data can focus on a broad range of topics, though special consideration may be given to proposals with high translation value in the following areas:

- Opioid use, chronic pain management, and/or the treatment of opioid use disorders
- The impact of federal and/or state health policy on high-value population health outcomes, health behaviors, health care utilization, or cost trends
OptumLabs data are well-suited for (but not limited to) examining the following:

- Health care costs, utilization, and patient and health plan expenditures
- The role of insurance benefit design in treatment, utilization/spending patterns, and health outcomes
- Guideline adherence and the impact of major guideline or policy changes on treatment and outcomes, examining uptake of new treatments and de-implementation trends
- Maternal, infant, child, and adolescent well-being (with the ability to link family members)
- Socioeconomic characteristics and disparities in health
- Geographic variation in health care, including the role of patient travel distance to access health services
- Multi-morbidity and treatment of complex patients (provider mix, service mix, health outcomes)
- Medication and other treatment compliance and health care outcomes and costs

CareJourney Network Advantage Data

CareJourney received IRB approval to access the CMS Virtual Research Data Center (VRDC). CareJourney data scientists run analytics on the CMS Chronic Conditions Data Warehouse (CCW) inside of CMS’ own SAS environment. CareJourney has multiyear access to fee-for-service (FFS) Part A, B, and D claims data from CMS at a fully identified claim and claim line level for all Medicare FFS beneficiaries. Part A and B is currently available from 2011 onward and updated quarterly; Part D is available from 2011–2016. The Medicare FFS data comprises roughly 50 million lives worth of longitudinal data. CareJourney also has access to the Medicare Shared Savings Program (MSSP) Accountable Care Organization (ACO) assignment and physician roster information for the entire country. Lastly, CareJourney anticipates being awarded access in the fourth quarter of 2018 to the Medicare Advantage Part C data 2015.

CareJourney exports datasets derived from the VRDC under a CMS mandate that each metric contain aggregate information comprised of at least 11 beneficiaries’ claims data to protect patient-sensitive data. CareJourney is making these exported datasets available for researchers to conduct their own studies by provisioning researchers with exports of requested datasets from CareJourney’s database. A data dictionary to assist researchers with understanding the data can be found on the AcademyHealth website.

The current export datasets available for CareJourney to share with researchers include profiles for all primary care providers (PCPs) in the country, profiles for all MSSP ACO providers in the country, and profiles for all specialist providers in the country. These profiles roll up spend, utilization, quality, and unnecessary care metrics sourced from open algorithms at the yearly level. The datasets also include tables of shared patients (in aggregate) between PCPs, MSSP ACOs and specialists, and facilities and metrics for Medicare Bundled Payment for Care Improvement (BPCI)Advanced bundles.

As more analytics on top of the CMS national dataset are developed, CareJourney will make them available to subscribed researchers. Currently, CareJourney aims to enrich each profile list with several additional value-based care metrics and include profile lists for all sites of care, including short-term acute hospitals, skilled nursing facilities, and home health agencies by the HD4A grant start date.

The CareJourney data will enable researchers to track cohorts of patients over time by provider and to examine their interaction with health care system. These data can also be used to evaluate success or estimate the effects of value-
based care arrangements (e.g., the Oncology Care model, the MSSP, etc.) CareJourney data are well-suited for (but not limited to) examining the following topics:

- Patient risk segmentation
- High return-on-investment (ROI) care and payment models
- Utilization and spend
- Low-value or unnecessary care
- Network development

**athenahealth**

athenahealth is a leading provider of network-enabled services for hospital and ambulatory clients nationwide, offering medical record, revenue cycle, patient engagement, care coordination, and population health services. athenahealth providers are largely based in ambulatory care settings, at organizations of all sizes, and in both urban and rural communities.

athenahealth collects claims data on more than 62 million patients seeing nearly 116,000 athenahealth providers today, and electronic health record (EHR) data on about half of those. From the EHR, athenahealth has collected a wealth of information on obesity. Patients visiting athenahealth providers are broadly representative of the nation’s outpatient visits when compared to national benchmarks provided by the National Ambulatory Medical Care Survey (NAMCS).

Under the HD4A CFP, athenahealth plans to share with researchers a de-identified dataset centered on BMI readings taken at a visit to an athenahealth primary care provider from 2012–2017. Patients, their providers, and their primary care organizations can be tracked over time using unique randomized identifiers. Data will be recorded at the patient-month level. As all identifiers will be randomized to protect privacy, the dataset will not be linkable to other data sources.

In addition to longitudinal BMI readings, the data will include information on:

- Patient demographics: sex, age, race, ethnicity, type of insurance coverage, marital status, urban vs. rural
- Clinical metrics: vital signs, lab results, diagnoses, and prescriptions
- Primary care provider type: MD, NP, PA, RN
- Selected care utilization metrics (e.g., primary care visits, relevant referrals)

The degree of granularity available for each of the variables listed above is pending statistical de-identification review.

The de-identified dataset is being newly created for the purposes of the HD4A program. A data dictionary to assist researchers with understanding the data can be found on the AcademyHealth website. To understand the types of research that can be conducted using athenahealth data in general, applicants can review past projects at the athenainsight website and a description of athenahealth’s data.

Before receiving the de-identified dataset, researchers will be required to sign a data use agreement (DUA) with athenahealth outlining the subjects for which they can use the data, data security requirements, and time limitations on
data use. Once the DUA is signed, data will then be transferred securely to the research team for use, during the period specified by the DUA.

Proposals could focus on a broad range of obesity-related topics, including, but not limited to, the following:

- Demographic disparities
- Epidemiological trends in obesity
- Provider practice patterns
- Treatment impacts

The following examples are illustrative. No particular interventions or issues are prescribed, and we encourage other topics and research questions that are not listed. Possible research questions might include:

- Do obesity care patterns differ by demographic group?
- What patterns of weight gain are most predictive of adverse clinical outcomes?
- How do certain medications affect obesity and related conditions (e.g., diabetes)?
- Do team-based approaches outperform traditional models in obesity/weight management in primary care?

### HD4A Data Provider Summary Table

<table>
<thead>
<tr>
<th></th>
<th>HCCI</th>
<th>OptumLabs</th>
<th>CareJourney</th>
<th>athenahealth</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Patients</strong></td>
<td>50 million per year</td>
<td>120+ million</td>
<td>53 million</td>
<td>TBD, pending deidentified dataset creation</td>
</tr>
<tr>
<td><strong>Number of Providers</strong></td>
<td>Over 2 million</td>
<td>Available upon request</td>
<td>321,498 PCPs/ Specialists</td>
<td>TBD, pending deidentified dataset creation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3,498 Facilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>529 ACOs</td>
<td></td>
</tr>
<tr>
<td><strong>Provider Setting</strong></td>
<td>Care across all settings</td>
<td>Available upon request</td>
<td>N/A</td>
<td>U.S.-wide outpatient primary care</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insurance Types Included</td>
<td>Employersponsored insurance (ESI), Individual market including exchange, Medicare Advantage (MA)</td>
<td>Data Source: medical claims data and enrollment information for commercial and Medicare Advantage enrollees</td>
<td>Medicare FFS</td>
<td>Commercial, Medicare, Medicaid, self-pay, other</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
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<td>------------------------------------------------</td>
</tr>
<tr>
<td>Patient Sociodemographic Elements</td>
<td>Gender, year of birth or age band</td>
<td>Race, education, home ownership, household income, household net worth</td>
<td>ZIP code</td>
<td>Age, sex, race, ethnicity, marital status, urban/rural</td>
</tr>
<tr>
<td>Patient Clinical Data Elements</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Lab values, vital signs, prescriptions, diagnoses</td>
</tr>
<tr>
<td>Method of Data Access</td>
<td>Secure data Enclave hosted by NORC</td>
<td>The project team will not have direct access to the data</td>
<td>Data Exports (csv or txt)</td>
<td>Secure file transfer to research groups</td>
</tr>
<tr>
<td></td>
<td>HCCI</td>
<td>OptumLabs</td>
<td>CareJourney</td>
<td>athenahealth</td>
</tr>
<tr>
<td><strong>Length of Data Access</strong></td>
<td>12 months, renewable at-cost</td>
<td>12 months, with access to archive to respond to journal editor questions</td>
<td>Up to 12 months, renewable at-cost</td>
<td>Up to 12 months, athenahealth will make reasonable efforts to support research projects through the publication process</td>
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<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Ability/Restriction on Merging Data Resources</strong></td>
<td>Can merge by geography, National Drug Code, and limited merging by encrypted National Provider Identifier</td>
<td>N/A</td>
<td>Researcher can link data by National Provider Identifier, CCN (CMS Certification Number) and ACO ID</td>
<td>Merging with other data sources will be prohibited</td>
</tr>
<tr>
<td><strong>Types of Data Arrangements Needed</strong></td>
<td>Data use agreement with PI’s affiliated organization</td>
<td>Statement of Work including data use agreement</td>
<td>Data use agreement with PI’s affiliated organization</td>
<td>Data use agreement with PI’s affiliated organization; researcher must provide secure, encrypted data storage mechanism</td>
</tr>
</tbody>
</table>

**TOTAL AWARDS**

- Successful applicants will be given access to the selected dataset at no cost to the grantee.
- No financial awards of any kind, including salary support, will be given under this CFP.
- Data access will accommodate studies of up to 12 months.
- We anticipate awarding up to nine projects using HCCI data; up to six projects using OptumLabs data; up to six projects using CareJourney data; and up to five projects using athenahealth data.

**ELIGIBILITY CRITERIA**

- Researchers, as well as practitioners in the public and private sector working with researchers, are eligible to submit proposals through their organizations. See data provider descriptions above for specific eligibility criteria.
• Projects may be generated from disciplines including health services research; economics; sociology; program evaluation; political science; public policy; public health; public administration; law; business administration; or other related fields. Use of the data under this CFP is restricted to noncommercial purposes.

• Preference will be given to applicants that are either public entities or nonprofit organizations that are tax-exempt under Section 501(c)(3) of the Internal Revenue Code and are not private foundations or Type III supporting organizations. The Foundation may require additional documentation.

• Applicant organizations must be based in the United States or its territories.

OUR EQUITY, DIVERSITY, AND INCLUSION COMMITMENT

The Robert Wood Johnson Foundation is committed to building a Culture of Health that provides everyone in America a fair and just opportunity for health and well-being. Achieving this goal requires focus on equity, diversity, and inclusion. To that end, we are committed to fostering diverse perspectives. We recognize that individuals’ perspectives are shaped by a host of factors, such as their race, ethnicity, gender, physical and mental ability, age, socioeconomic status, gender identity and expression, sexual orientation, familial status, education, religion, legal status, political affiliation, geography, and other personal and professional experiences.

We know that the presence of diverse perspectives alone is not sufficient. Therefore, we also are committed to creating inclusive environments where all individuals are encouraged to share their perspectives and experiences. We believe that only through valuing our differences and similarities, and remaining vigilant in advancing equity, will we be able to maintain an equitable workplace and actively pursue equity in all aspects of our work. We commit to being continuous learners and working alongside others to cultivate equity, diversity, and inclusion.

SELECTION CRITERIA

• Importance, significance, and policy relevance of the question to be addressed.

• Strength of the proposed methodology.

• Innovative use of the available data.

• Applicant qualifications and expertise.

• Ability to inform decision-makers and other key stakeholders (e.g., policymakers, academia, industry) and create timely deliverables for wide dissemination (e.g., issue briefs, webinars, blog posts, fact sheets), in addition to papers suitable for peer-reviewed publication.

• Demonstrated resources to carry out the project within the proposed timeline.

MONITORING

RWJF monitors the grantees’ efforts to assure accountability. Grantees will be required to submit periodic narrative reports.

APPLICANT SURVEY PROCESS

The principal investigator of the proposal may be contacted after the submission deadline by SSRS, an independent research firm. The principal investigator will be asked to complete a brief, online survey about the proposal process and
applicants will take no more than 15 minutes to complete. Responses provided to SSRS will not impact the funding decision for your proposal in any way.

SSRS will protect the confidentiality of your responses. RWJF will not receive any data that links your name with your survey responses.

HOW TO APPLY

Proposals for this solicitation must be submitted electronically. Visit http://www.rwjf.org/cfp/hd4a2 and use the Apply Online link for this solicitation. If you have not already done so, you will be required to register at my.rwjf.org before you begin the application process.

There are two phases in the competitive proposal process.

Phase 1: Brief Proposals

Applicants must submit a brief proposal of no more than four pages that describes the project. Applicants will not need to devote project funds to acquire the proposed data; these data will be made available to successful applicants. **Applicants should not begin drafting their proposal until they have familiarized themselves with the detailed instructions and formatting requirements displayed in the online application system.**

The brief proposal should contain the following information about the proposed project:

- Research question and potential of the study to generate significant and new knowledge to inform health policy.
- Methodology and demonstrated ability to use the available data sources.
- The applicant’s qualifications and expertise.
- Deliverables and plan for dissemination.
- Plan for sharing insights with RWJF.

Brief proposals will be reviewed by staff at RWJF, AcademyHealth, and the data providers.

Phase 2: Full Proposals

Selected phase 1 applicants will be invited via email to submit a full proposal of no more than 10 pages, accompanied by a narrative that describes the research team’s time allocation and resources available to support the project.

Applicants will not need to devote project funds to acquire the proposed data; these data will be made available to successful applicants.

Invited full proposals will undergo peer review by external, subject matter experts, as well as staff at RWJF, AcademyHealth, and the data providers.

All applicants should log in to the system and familiarize themselves with online submission requirements well before the submission deadline. Staff may not be able to assist all applicants in the final 24 hours before the submission deadline.

Please direct inquiries to healthdataforaction@rwjf.org. Be sure to include your phone number. We will make every effort to respond to all inquiries within 24 hours.
An informational webinar for applicants will be held on **November 9, 2018 from 1:30–3:00 p.m. ET** to provide an overview of the CFP and offer an opportunity for potential applicants to ask questions about the program, the data, and the grantmaking process. This webinar will be archived and available for review on the AcademyHealth website.

Please note that the data providers may require that successful applicants complete additional materials to gain access to the datasets as described above.

**Late Submissions**

RWJF will accept only those proposals that are completed/submitted at the time of the deadline. Because one of our Guiding Principles is to treat everyone with fairness and respect, RWJF’s deadline policy applies to all applicants. Applicants are expected to notify the program administrator immediately after experiencing difficulty with the online proposal system that may interfere with a timely submission. To do so, click on the “Contact Us” link found in the “Resources” area on the left side of most screens within the online proposal site. We encourage you to submit your proposal in advance of the deadline so that any unforeseen difficulties, e.g., technical problems, may be addressed well before the deadline.

**PROGRAM DIRECTION**

Responsible staff members at the Robert Wood Johnson Foundation are:

- Katherine Hempstead, PhD, *senior policy adviser*
- Priya Gandhi, MS, *research associate*
- Alonzo Plough, PhD, MPH, MA, *vice president*
- Brian Quinn, PhD, *associate vice president*
- Beth Toner, RN, MSN, MJ, *senior communications officer*
- Sofia Kounelias, *senior program financial analyst*

AcademyHealth supports the Health Data for Action program. Responsible staff members at the national program office are:

- Bonnie Cluxton, JD, MPH, *vice president*
- Megan Collado, MPH, *director*
- Dóra Illei, *research assistant*

**KEY DATES AND DEADLINES**

**October 30, 2018**  
Call for proposals released.

**November 9, 2018 (1:30–3:00 p.m. ET)**  
Prospective applicant informational webinar. *Registration is required.*
December 14, 2018 (3 p.m. ET)
Deadline for receipt of brief proposals.*

February 22, 2019
Applicants notified whether invited to submit full proposals.

April 5, 2019 (3 p.m. ET)
Deadline for receipt of full proposals.*

July 22, 2019
Notification of finalists.

September 15, 2019 Grants start.

*Proposals for this solicitation must be submitted electronically. Visit www.rwjf.org/cfp/hd4a2 and use the Apply Online link for this solicitation. If you have not already done so, you will be required to register at my.rwjf.org before you begin the application process.

ABOUT THE ROBERT WOOD JOHNSON FOUNDATION

For more than 45 years, the Robert Wood Johnson Foundation has worked to improve health and health care. We are working alongside others to build a national Culture of Health that provides everyone in America a fair and just opportunity for health and well-being. For more information, visit rwjf.org. Follow the Foundation on Twitter at www.rwjf.org/twitter or on Facebook at www.rwjf.org/facebook.

Sign up to receive email alerts on upcoming calls for proposals at www.rwjf.org/manage-your-subscriptions.html.

The Renewable Energy Scholarship Foundation is now soliciting applications for the scholarships to be given in 2019. (Of course, applications are always accepted, but they are actively solicited throughout the fall and winter, with a deadline of Feb 15.) We will be giving at least two scholarships this year, possibly more depending on fundraising. One will be designated for an undergraduate. If you know any top students studying renewable energy, in any sense, in Oregon or Washington, please encourage them to apply. All information is on our website, www.resf-pnw.org.

Thank you!

Dave Reingold, President
Vacancy Announcement  
Faculty Tenure-Track Position Starting August 2019  
Department of Environmental Sciences & Management  
Position in Environmental Policy, Law and Conflict Resolution  
JOB #1920-12

_Humboldt State University is committed to achieving the goals of equal opportunity and endeavors to employ faculty, staff, and administrators of the highest quality reflecting the ethnic and cultural diversity of the state_

**DESCRIPTION:** Humboldt State University’s Department of Environmental Science and Management invites applications for an academic year tenure-track faculty position in Environmental Policy, Law and Conflict Resolution.

**RANK, SALARY AND BENEFITS:** We seek to fill this position at the Assistant Professor rank; however, rank and salary are dependent on the appointee's qualifications and experience. The current California State University Salary Schedule is available at: [http://www.humboldt.edu/aps/docs/salary/Salary-Schedule.pdf](http://www.humboldt.edu/aps/docs/salary/Salary-Schedule.pdf).

Humboldt State University provides an excellent benefits package for faculty. Information about benefits plans can be found at: [http://www.humboldt.edu/forms/node/934](http://www.humboldt.edu/forms/node/934).

**PROFESSIONAL QUALIFICATIONS:** An earned Ph.D. or J.D. in Environmental Policy, Law, Conflict Resolution, or a closely related discipline from an accredited college or university is preferred at the time of appointment. Applicants with considerable progress toward degree completion by appointment date will be considered. Completion of terminal degree is required prior to the start of the second probationary year following initial appointment.

The successful candidate must demonstrate the following:

- ✓ Expertise in Environmental Policy, Law and/or Conflict Resolution;
- ✓ Potential for effective teaching or teaching experience using a variety of methodologies;
- ✓ Ability to help students explore how environmental decisions can affect diverse communities and how decision makers can better incorporate diverse perspectives;
- ✓ Commitment to and/or experience promoting and fostering a learning environment that is supportive of individuals from diverse backgrounds;
- ✓ Record of, or potential for, involving students in research and scholarly activity; and ✓ Interest and ability to teach a broad range of courses (major, general education, etc.).

Preferred qualifications for this position include:
Knowledge and experience with environmental policy and law as it relates to social justice, equity, and/or impacts on minority and low-income communities;

Knowledge of the specific dynamics of environmental policy and management as they relate to Native American communities.

At the time of appointment, the successful candidate, if not a U.S. citizen, must have authorization from the Bureau of Citizenship and Immigration Services to work in the United States. For information on the University policy on support for non-immigrant probationary faculty visa acquisition, please visit the Faculty Immigration Resources page: https://extended.humboldt.edu/international-programs/immigration/faculty.

Evidence of degree(s) is required at time of hire.

**PROFESSIONAL DUTIES:** Candidates should be committed to teaching excellence and building a strong research record. Responsibilities include teaching for the Department of Environmental Science and Management. Instructional assignments will be consistent with the programmatic needs of the department and students. A typical teaching load is approximately 2-3 courses per semester. Teaching assignments may include: Environmental Law and Regulation, Environmental Conflict Resolution, Environmental Impact Assessment, a Freshman Introductory course, and a Graduate Seminar. Opportunities exist for mentoring graduate students.

In addition to teaching, the primary professional responsibilities of instructional faculty members are: research and scholarship/creative activity; and service to the University, profession, and community. During the first two years of the probationary period, teaching responsibilities will be reduced by approximately one course each semester. The reduced teaching load supports the establishment of research, scholarship and/or creative activities required for retention, tenure and promotion.

**GENERAL INFORMATION:** The Department of Environmental Science and Management (ESM) is a close-knit community of scholars with expertise ranging from restoration ecology to the social dynamics of coastal and marine environments. Close research and teaching collaborations are common both within the department as well as among disciplines across the University. HSU’s academic strengths in both the ecological and social dimensions of natural resources make it an engaging intellectual community.

ESM offers a B.S. degree in Environmental Science and Management with concentrations in Environmental Planning & Policy, Ecological Restoration, Environmental Education & Interpretation, Energy & Climate, Geospatial Science and Recreation, as well as an M.S. degree in Natural Resources. The ESM major is one of the most popular at Humboldt State with over 500 undergraduate students in the program. The program emphasizes hands-on learning; ESM students engage in frequent labs, field trips, and team projects, while enjoying a cooperative learning environment in classes. The department and University value diversity, inclusion and access. Standing on the traditional homeland of the Wiyot people, HSU serves the highest proportion of Native American students in the CSU system. HSU is a Hispanic Serving Institution (HSI). Currently 50% of the ESM tenure track faculty are women, 33% of ESM students self-identify as belonging to underrepresented minority group, 44% of ESM students are first in their family to attend university and 51% are Pell Grant recipients. More information about ESM student demographics can be found here.

For more information about the Department of Environmental Science and Management, please visit: http://www.humboldt.edu/environment. For information about the College of Natural Resources and Sciences, please visit: http://www.humboldt.edu/cnrs/.

**APPLICATION:** Qualified candidates should submit the following materials through Interfolio:

Click here to apply: https://apply.interfolio.com/55195

- Letter of application;
- Curriculum vitae;
Teaching evaluations, if available;
Graduate transcripts (unofficial copies are sufficient for initial review); and
Names and contact information for three professional references.

Additional application materials may be requested at a later time.

Please direct any questions pertaining to this position to:

Dr. Yvonne Everett, Search Committee Chair  
Department of Environmental Science and Management  
Humboldt State University  
One Harpst Street Arcata, California 95521-8299  
Phone (707) 826-4188  
Email: esm.search@humboldt.edu

This position is open until filled. First consideration will be given to completed applications received no later than December 15th, 2018. Early response is encouraged.

The 2019 NASPAA-Batten Student Simulation Competition will be held on February 23, 2019. The simulation topic pertains to global migration, a pressing and controversial issue.

The official competition website is www.nbsims.org. All information regarding the competition can be found on this website.

**IMPORTANT: Student Nomination Process**

NASPAA is continuing to provide the opportunity for students from different schools to come together at the simulation competition and be mixed onto teams. **However, for the first time in competition history, in response to some specific requests, schools have the option to field their own teams of up to five students.** You can indicate on the nomination form your preference to either keep your students on the same team or have NASPAA randomly assign them to different teams.

Please note that students who are mixed onto teams will NOT be at a disadvantage, as they will have the opportunity to meet one another either in-person or virtually several weeks prior to the competition. At least three students are required to form a school team. **However, we recommend teams to be comprised of five students to reap the full educational benefits of the simulation.** If you nominate fewer than three students, NASPAA will randomly assign them to different teams.
The nature of the simulation requires collaboration between teams, so teams comprised of students from the same university will have to work with students from different universities to obtain a good result. Collaboration across institutions and organizations is a feature of the real world of governance and an important public service value!

The student nomination process opened on October 15th and will close on December 20, 2018! Deans, Program Directors, and Pi Alpha Alpha Advisers please nominate your students at www.nbsims.org.

2019 Competition Host Sites

The following are the schools that will host next year’s competition on February 23, 2019!:

- Centro de Investigación y Docencia Económicas (Ciudad de México)
- Georgetown University McCourt School of Public Policy (Washington, D.C.)
- KDI School of Public Policy and Management (Sejong, Republic of Korea)
- Nazarbayev University Graduate School of Public Policy (Aстана, Kazakhstan)
- North South University -- South Asian Institute of Policy and Governance (Dhaka, Bangladesh)
- Rutgers University -- Newark School of Public Affairs and Administration (Rutgers, NJ)
- The American University in Cairo School of Global Affairs and Public Policy (Cairo, Egypt)
- United Nations University -- MERIT (Maastricht, Netherlands) in partnership with School of Public Policy, Central European University (Budapest, Hungary)
- The University of Michigan -- Gerald R. Ford School of Public Policy (Ann Arbor, MI)
- The University of Texas at Austin -- Lyndon B. Johnson School of Public Affairs (Austin, TX)
- University of San Francisco School of Management (San Francisco, CA)

Villanova University (Villanova, PA)

Contacting the NASPAA-Batten Competition Team

In the meantime, if you have any questions about the competition, please e-mail us at info@nbsims.org. We will do our best to get back to you within 24 hours. We look forward to receiving your nominations and connecting with you very soon!
Announcements

Congratulations to Leanne Giordono, who successfully defended last week!

Reminder:

We will have our International Potluck Night next Wednesday (November 21), 6:00 pm, Bexell Hall "Garden Level" (aka the "basement").

Bring a dish from your country or region of the U.S., or your favorite dish!

Funding, Research and Job Opportunities

Leadership for Better Health: National Program Center

2018 Call for Proposals
Release Date: November 1, 2018 | Application Deadline: December 13, 2018, 3:00 p.m. ET

Purpose

The Robert Wood Johnson Foundation's Health Policy Research Scholars Program (HPRS) is a four-year national leadership development program for full-time doctoral students from nonclinical, academic disciplines with a policy focus—students who are committed to ensuring their research is aligned with the health needs of communities. The program is focused on researchers who want to improve health, well-being, and equity; challenge long-standing, entrenched systems; exhibit new ways of working; collaborate across disciplines and sectors; and engage others outside of the research community. By providing leadership development training, supporting opportunities to practice new behaviors, and learning to work in teams, HPRS will develop a new cadre of research leaders who will build a Culture of Health in their disciplines and communities.

The national program center (NPC) will oversee all aspects of Health Policy Research Scholars, and the program director will provide oversight for the program center. The roles and responsibilities of the HPRS national program center include:

- Recruiting Applicants and Reviewing Applications
- Developing and Overseeing Program Curriculum
- Transferring and Integrating the Existing Cohorts
- Fostering Interdisciplinary Exchange, Network-Building, and Collaboration
- Developing, Engaging and Managing and External Advisory Committee (NAC)
- Collaborating With Other NPCs to Maximize Impact of RWJF's Signature Leadership Programs
- Supporting the Culture of Health Vision

Eligibility and Selection Criteria

- Organizations must have experience developing and/or mentoring doctoral students from diverse backgrounds.
- The national program director must be aligned with the goals of HPRS and willing to work in a collaborative capacity to foster the leadership development of doctoral students from a range of disciplines.
- Applicants must be either public entities or nonprofit organizations that are tax-exempt under Section 501(c)(3) of the Internal Revenue Code and are not private foundations or nonfunctionally integrated Type III supporting organizations. The Foundation may require additional documentation.
- Applicant organizations must be based in the United States or its territories.

Key Dates

November 14, 2018 (3–4 p.m. ET)
Optional applicant webinar. Registration is required. Please register here.

December 13, 2018 (3 p.m. ET)
Deadline for receipt of brief proposals.

March 6, 2019 (3 p.m. ET)
Deadline for receipt of full proposals.

Total Awards

The total anticipated annual funding level for HPRS at full implementation and full enrollment will be up to $8 million, which includes the annual program center funding of up to $3.2 million and scholar stipends. The stipend for the current program participants is $30,000 per scholar, per year, for up to four years. The applicant is expected to propose a stipend amount that adequately supports the participant and, coupled with other program costs, does not exceed the up-to-$8 million budget for the program at full enrollment.

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Summer 2019 Public Policy and Economics Academic Internship Program in Washington, DC

LIVE. LEARN. INTERN in Washington, DC this Summer!
Public Policy + Economics Academic Internship Program
Hosted by The Fund for American Studies
www.DCinternships.org/PublicPolicy
Full Scholarships (Leadership Scholars Program) Deadline: January 15
Priority Deadline: February 12

Spend your summer in Washington, DC and prepare for your future! The 8-week program allows students to intern in the field of public policy while earning academic credit in economics and government.

LIVE
You will live just blocks from the national monuments, State Department and White House on the campus of
George Washington University. **Fully furnished housing** and roommate matching is provided as part of our comprehensive program.

**LEARN**
Earn course credit while you intern! You will earn 3 to 9 **academic credits** this summer. Our unique curriculum is designed to complement your DC experience with upper level government, foreign policy and economics courses. Academic course credit is provided through George Mason University and taught by top rated faculty from GMU and other top local universities.

**INTERN**
An internship is one of the most important investments you can make in your future. Based on your interests and skills, you will be placed in an **internship in the Washington, DC** area. We have been creating academic internship experiences for almost 50 years and work with over 300 top organizations in DC.

Internship placements include:
- Federal agencies
- Congressional offices
- Policy groups and think tanks
- Government relations offices
- Non-governmental and nonprofit organizations

**CONNECT**
Who you know does matter - especially when it comes to your future job search. Our comprehensive program is designed so you can make **valuable professional connections** and practice your networking skills in a real-world setting.

We offer a number of networking opportunities to enhance your internship experience and maximize your time in DC:
- Mentor Program with DC professionals
- Professional Development Seminars
- Roundtable Discussions + Networking Receptions
- Site Briefings at key Washington Institutions including Capitol Hill, Federal Reserve and State Department

**ALUMNI TESTIMONIALS**
“Every week there’s something new, something that will help my future wherever it may lead. Everything from meeting TFAS alumni to hearing what grad school recruiters are looking for has helped me understand what I want to do with my future. I have made several professional contacts through these events and have already started to reach out to them. There is no way I could have been able to interact with this variety of people just going through the summer with a normal D.C. internship.”

**Conner Foote, William Jewell College**
Intern, Navajo Nation

“My internship was an amazing opportunity; not only did I get to develop skills that are crucial in the professional world, but it opened doors that I can access in the future. It gave me the opportunity to meet individuals that provided me with new perspectives on the field I am interested in.”

**Dacia Medley, Florida Atlantic University**
Intern, U.S. Department of Agriculture

**FULL/PARTIAL SCHOLARSHIPS + APPLICATION INSTRUCTIONS**
The Fund for American Studies strives to make the programs accessible and affordable to the best and brightest students regardless of financial status. Scholarships are awarded based on need and merit with over 80% of students receiving full or partial funding. Full scholarships are available through our Leadership Scholars Program.

The **Leadership Scholars Summer Program deadline is January 15** and the Priority Deadline is February
The American Society for Public Administration’s Section on Environment and Natural Resource Administration (SENRA) invites submissions for its STUDENT PAPER COMPETITION.

**DEADLINE: December 31, 2018**

Students in graduate programs are invited to submit their papers on any environmental topic for consideration in the student paper competition. Faculty members can also nominate student paper(s) for submission. Conference papers, term papers, journal manuscripts are eligible for submission while literature reviews and review essays are ineligible for entry. Please note that only one submission per student will be allowed and the paper should be entirely written by the student and not coauthored with any faculty member. The length of the paper should not exceed 15 pages including citations and references. The paper should follow the APA format. Each paper will be peer reviewed and judged for its focus, quality, methodology, importance, policy implications along with clarity in writing. The best written paper will be awarded a prize of $200 and the author will receive a certificate of recognition from SENRA at the 2019 ASPA Conference. The deadline for receiving papers is December 31, 2018. Papers should be submitted as an e-mail attachment. Please use MSWord (.doc) or Rich Text Format (.rtf).

*Please send papers or inquiries to:*
Prof. Jill Tao, SENRA Chair
Department of Public Administration
Incheon National University
Incheon 22012 Republic of Korea
Email: j.tao.808@gmail.com
Landscape Overview of University Systems and People

Purpose

Scientists (and engineers) wishing to conduct public engagement do so in the context of established disciplinary norms and complex institutional systems that may support or limit their success. This report seeks to convey the known complexity, unique challenges, and opportunities for universities to better support for scientists in their public engagement work. The report is intended to drive discussion towards deeper exploration and development of actionable next steps.

Overview

Universities are undergoing transformation. Much energy has been directed toward system wide understanding of the challenges and triumphs around improving undergraduate success. Here we focus on understanding the status, and potential levers of change, for universities to better enable scientists to successfully engage with the public. Considerable anecdotal knowledge and discourse reliably point to persistent challenges including 1) lack of resources and capacity to conduct successful engagement, 2) mismatched reward structures, and 3) unsupportive academic culture. This report includes:
• Part I: a brief summary of prominent existing recommendations
• Part II: insights gained from people across levels and universities through a series of focus groups and interviews
• Part III: a summary of possible levers of change to explore for action
• Part IV: additional questions in need of consideration

A curated set of recent documents used to develop this report, and reflective of current issues facing universities, appears at the end.

PART I: Summary of Existing Recommendations

How universities support scientists to communicate and engage is increasingly a topic in workshops, conferences, reports, and opinion pieces. This section summarizes key topics and recommendations that are commonly discussed and shared. See the “Recent Resources” section at the end of this report for a list of referenced material.

Science communication training and professional development

Universities provide various opportunities for scientists, graduate students, and postdocs to receive science communication training. However, year-to-year these trainings can be inconsistent; scientists and students cannot depend on their availability. Science communication practice is constantly developing as well; consistent trainings could help scientists to adapt to new communication technologies and practices to more effectively share their work and connect with a variety of groups. Trainings should also encourage scientists to share their scientific knowledge in ways that show, not assert, the merits of science to a potentially skeptical public. There is broad acknowledgement that scientists need improved skills to communicate with the public. Improved communication skills may also aid engagement collaborations with communication professionals, scientists from other disciplines, or community partners.

Organizational structure

Universities need structural reorganizations that solidify public engagement as a key part of each institution’s organizational mission. Dedicated organizations or university offices could define and make accessible core competencies and communication skills necessary for effective engagement. New institutions, such as Communication Science Central, and promising organizational forms such as networks and communities of practice, may facilitate universities’ capacity to promote and enhance the public engagement efforts of scientists.

Promotion and tenure

Proponents of increasing the quantity and quality of public engagement consistently come up against the challenges related to limited recognition for this work in promotion and tenure decisions. Recommendations to incorporate engagement into promotion and tenure decisions are not novel, but remain complicated by different understandings of what qualifies as the duties and responsibilities of scientists. Many scientists report that the cultural norms of the scientific community continue to downplay the importance of public engagement activities and frame these activities as unrelated to core research activities. A variety of recommendations to change cultural norms already exist, such as championing researchers who carry out successful engagement activities. Consistent recommendations to make promotion and tenure more accepting of public engagement highlight a deeper need to clarify the potential positive societal impact of increased engagement. Proponents assert that engagement foster two-way communication between the public and scientists with potential to improve research design and outcomes in the future, but there is little evidence that such a benefits are realized broadly.
The role of science in public policy

Also of growing concern are differences of opinions regarding connections between science and policy. Some individuals maintain a more traditional mindset, feeling that the role of the scientist is to provide objective scientific evidence but avoid commenting on what implications that information may have for policy. Others see the need for scientists to make their research findings more applicable to policy discussions and indeed even shape research questions to address questions of political importance. The conflict between these schools of thought is reflected in mixed recommendations about how public engagement should be designed and implemented.

PART II A: OVERALL IMPRESSIONS ACROSS UNIVERSITIES

The insights below come from a top level analysis of a series of seven video conference focus groups across levels of the university hierarchy. Each group included three to five individuals across 22 institutions. The conversations were oriented to gather key insights about the lived experiences of scientists conducting engagement and others in supporting scientists’ engagement efforts. We provided a series of conversational prompts to stimulate discourse about 1) engagement supports and resources across levels at their institutions; 2) social and cultural aspects of engagement; 3) the roles of disciplinary societies and other external entities; 4) mentorship and training; and 5) university reward structures.

Institutional issues

- There is abundant hope for the future generation of scientists and accordingly an increasing number of opportunities for graduate students and postdocs to receive engagement training. However, counteracting forces are at work. Young scientists who wish to pursue engagement as a meaningful part of their professional lives may be less likely to persist in academia, leaving few models of change rising through university ranks and slowing the pace of systemic change.
- Promotion and tenure reform is the trumpeting elephant in the room, but resistance remains pervasive. Some critical challenges relate to how engagement, as coupled with “service”, dilutes motivation and opportunity for recognition and reward. Engagement is therefore rarely considered in terms of tradeoffs, but generally done in addition to full teaching and research workloads.
- There have been successes in updating reward structures to explicitly include engagement and even engaged scholarship. Updated reward structures must maintain flexibility to account for differences in institutions, disciplines, and the variety of possible paths for engagement. Just as “teaching” could convey many 600 student lectures or just one graduate seminar, “engagement” can take many forms.
- Engagement does not lend itself to parsimonious metrics and indicators of success. Because engagement is not a direct revenue generator, common metrics are unlikely to compel investments in infrastructure. It may be more useful to consider metrics as a means of accountability and focus on stories of value as indicators of impact.

Professional issues

- Agency and self-efficacy to engage in systemic change seems lacking. Participants had relatively constricted views on which parts of the system they could influence indicating the challenges of vertical integration at large institutions.
- Participants expressed concern that the amount of time to develop the necessary partnerships and collaborations for public engagement is undervalued across levels at universities and by funders.
- Scientists successful with engagement shared a common experience of bootstrapping. Success is perceived as the anomaly; unrelated to enduring programs with continued support, but rather a reflection of heroic acts above and beyond professional norms.
• Scientists still face real social and professional risks if they choose to do engagement. Most prevalent are perceptions that those who do engagement are not serious about science, not competent researchers, or are committing an act of self-promotion. The academy can still feel like a hostile environment to scientists who wish to integrate engagement into their professional lives. This appears to be less of an issue in more applied disciplines.

• Mentors are important, but many are neutral or only tentatively supportive of engagement, few scientists experience mentors who are true advocates in, or partners of, engagement work.

• Department chairs have an important role to play, not necessarily in terms of providing resources or maintaining programs, but certainly in terms of mentoring, cultivating an ethos of engagement, and implementing systems of accountability and reward.

Societal context

• Focus group conversations began with a definition of public engagement as intentional and meaningful opportunities for scientists and members of the public to mutually benefit and learn. The dominant discussion, even among our sample biased in support of engagement, still aspired to increasing the quantity of one-way communication to overcome the public’s scientific deficit.

• Current social conditions and public discourse which politicizes science do not appear to deter engagement and, in many cases, scientists are more motivated to improve on and expand engagement activities.

PART II B: INSIGHTS FROM UNIVERSITY PEOPLE

Focus groups elucidated insights from key university positions and people.

Administrative support

Three groups of participants provide institutional, administrative, and supervisory support to scientists in their public engagement endeavors. These include leadership from offices of research, college deans, and departmental chairs or heads.

Leadership in Offices of Research include vice presidents and vice chancellors for research. The group approached the conversation with a systems view, skilled at connecting public engagement to the strategic mission of the university and, in some cases, land grant status. They acknowledged very real challenges and risks for pre-tenured faculty allocating energies to engagement. Faculty need to be careful and wait until after tenure to do meaningful engagement. This condition breeds cynicism and makes it difficult to retain good faculty who, if they remain in academic life, would likely make significant impacts over the course of their careers. They highlighted the important role of brokers in the system, but also that funding for such roles does not meet the demand. There was no common recommendation on how and where within the university to situate such brokers and offices that facilitate engagement. They identified that promotion and tenure processes have a variety of regulators; in many institutions a faculty senate may be the lever of change, others have top-down mechanisms from provosts and deans. In either case the actual on the ground practice of assessing scientists is ultimately in the hands of chairs and peers.

Deans were able to speak to institutional missions, but also connect to the lived experiences of scientists. They appeared to be better positioned to resource engagement programs and training for their faculty. Deans also mentioned cynicism and fatigue of faculty who “stick their necks out”, to collaborate across disciplines and/or communicate with the public. They discussed shifting the narrative of engagement as “service”, to a narrative of engagement as productively enriching research questions and processes.

There is a tendency to pile engagement on top of an already overwhelming workload, but these deans believe there are opportunities to be more strategic and help faculty make calculated decisions about tradeoffs. Deans noted that quality engagement cannot happen in the absence of robust relationships with partners and enablers, citing the time to
develop and maintain such relationships is significant and itself a barrier to success. There are growing opportunities for faculty to participate in engagement programs, contribute to the literature on engagement, and innovate engagement practice. However, there is a need for more institutionalized and dependable financial and human resource support to realize such opportunities. Funding agencies have a role and can move the needle in this regard.

Deans spoke to the role of department chairs, mentioning that college level resources (training and programs) rely on chairs to encourage their faculty and carry messages about the importance of public engagement. The most important role for chairs is to support the culture change by communicating the value of engagement with their faculty and supporting shifts in the practices of promotion and tenure. They noted that chairs have few drivers to support public engagement as the outcomes do not directly factor into departmental budgets or necessarily meet the demands of students. It is not clear what a chair gains by shifting energy away from curriculum, faculty management, conflict resolution, etc. to support engagement.

Chairs did not respond to requests for participation in focus groups. The study team decided to alternatively conduct informal conversations with three chairs in very different disciplines to learn about individual perceptions and understand more about the constraints of the role. Aligned with the notion of deans, chairs acknowledged that there are few drivers to motivate their support. In particular encouraging young faculty to engage can muddy the waters for their promotion and tenure review. They viewed engagement as a good thing for everyone to do, but not necessarily a priority.

Concerns that academic peers sometimes perceive engagement as distasteful self-promotion were prominent in the faculty group. The chairs, on the other hand, had a mixed views on the matter ranging from concern (natural science department), to neutrality (industry connected department), to the notion that self-promotion should be encouraged and is necessary to survive in academia (applied interdisciplinary department). This points to the vast differences between departments in terms of size, structures, level of teaching responsibility, scale of research activity, facilities, and degree to which the work connects to industry or policy makers. Even within a very small sample of chairs the perceptions of roles in supporting public engagement ranged from no role, to aspirations to be more supportive, to serving as an active facilitator and broker of engagement.

Boundary spanners and facilitators

Two distinct types of boundary spanners who facilitate scientists’ engagement work participated in focus groups. Although these groups approach their work differently, they share a common practice of connecting scientists through robust networks in which they have invested significant energy to construct and maintain. Both groups demonstrated strong understanding of faculty norms of practice and common challenges associated with engagement.

Government and public relations professionals serve as critical facilitators between scientists and the public usually by connecting scientists, or in some cases scientific discoveries, to policy processes and the media. They do this with a lens of the university mission and intent of promoting value created by the institutions. They focused on facilitating one-way communication from the university out, but aspired to a more responsive two-way communicative approach. This group is keenly aware of the need for improved incentives and, unencumbered by the cultural constraints of science, presented direct solutions about reform in the reward structure. Their practice emphasized efficiency; focus on the faculty who are good at engagement and want to do it, and avoidance of faculty who distrust administration or are reluctant. They considered their work over the long-term, making more investment in junior faculty to amplify potential over the course of a career.

Brokers and engagement professionals work in many different capacities including extension and outreach focused programs. An additional role, the broader impacts professional, has been emerging over the last five years. Inclusive of extension and outreach professionals, but expanded to include members of the National Alliance for Broader Impacts and their peers, this group is specifically responsive to NSF broader impacts criteria. They are building capacity and university infrastructure for broader impact success. They tend to work through the life cycle of projects from grant
submission through evaluation. Our focus group represented brokers broadly who reported that they track, develop, and enhance engagement opportunities across several university departments, but also in collaboration with schools, community organizations, science centers, and a variety of other regional programs. The brokers appear to be the only group with a critical eye on systemic efforts to improve infrastructure and evolve engagement practices. They devise strategies to meet scientists where they are and empower them to not only conduct engagement, but to learn and improve practice in the process.

Although they experience a lot of support from the university, it generally comes in the form of accolades. These individuals and offices are entrepreneurial in piecing together funding, but the unpredictable nature of their financial support has consequences for retention of people and sustainability of programs. Additionally, the number of scientists they are able to support is constrained by the unstable nature of support. Evaluation of their own successes is a difficult challenge for brokers. They all feel they must find a way to do it, but to do so would reduce their capacity to provide support for scientists. It is difficult to make a compelling case for the return on investment for these types of offices as neither the support, nor the engagement activities, are revenue generating. Some make the case by tracking scientists’ success rates on grants relative to the average.

**Scientists**

Scientist and engineer participants included tenured faculty, early career faculty, postdocs, and graduate students all relatively successful in their public engagement efforts. Acceptance of the university system, with all the constraints it places on engagement, unsurprisingly increased with experience. Those retained in the system have found ways to conduct engagement despite institutional, capacity, and cultural limitations. Those earlier in their careers take advantage of flexibility as they explore their trajectory in science. All described their success as a product of bootstrapping, working around the system not within it. Another common thread is their conception that in early career outreach is only something to tackle if everything is going well with research, in which case one may add engagement to an already large workload. Their stories are consistent with many ongoing observations and studies. The scientists who participated in focus groups each have prior experience with public engagement and opted to volunteer their time to speak about their public engagement experiences; they are potentially unique from many of their peers in terms of motivation and interest in public engagement.

**Faculty** successful with public engagement held the common belief that engagement activity is risky beyond the promotion and tenure process. They characterized risk as socially constructed by outdated perceptions and beliefs about the scientists who do outreach. For example, the idea that outreach and engagement is a form of self-promotion, conducted as an alternative professional activity by otherwise incompetent scientists, or science that can be explained to the public is not serious or important. This is juxtaposed by the feelings of deep satisfaction scientists report once they are tenured can expand pursuit of engagement. Aligned with other studies, the group noted that these holdover social constraints are changing over time, but the pace is too slow.

**Postdoctoral and Graduate Student** participant conversations had comparable themes. Most were questioning their future in the academy. Those who were actively pursuing academic jobs were hoping to find an institution that would value their desire to build an engagement portfolio alongside their research and teaching. They identify two flaws in the widely help hope for the future generation of scientists to create a culture of engagement. 1) Attrition, those who really value engagement are unlikely to stay in the academy, and 2) those who do value it and stay in the academy are likely to downgrade their level of engagement to fit within disciplinary norms and improve job security.

They were entrepreneurial in their approach building systems and clubs to gather likeminded peers to seek training and develop programs. They noted how difficult it was to find dependable support and believed that modest, but more consistent, financial support and mentorship could enable sustainability of their work and allow future students to build on their successes overcoming some of the challenges of the obviously high turnover among students and postdocs.
Engagement was perceived as a binary option for postdocs, either their position included it or not. They did have the freedom and agency to pursue training or experiences in their quest to diversify their skill sets. Graduate students in particular describe that their mentors’ support of their engagement activities amounted to lip service. Although they pursue training and opportunities to do engagement, they do not generally discuss this with their advisors. Some ask permission, others deceive their advisors to avoid their outreach activities being used against them in the instance that they struggle with their research.

**PART III: POSSIBLE LEVERS OF CHANGE**

Below are levers of change worthy of expansion, refinement, and prioritization for action. Each emerged from themes repeated across the literature, focus groups, discussions with chairs, and other related national conversations and studies. Some of these actions are already in place, some the object of experimentation and innovation, and others generated through this landscape process. They can serve as a baseline upon which to shape and build an expanded set of possible solutions.

**Assert urgency and invest in sustainable strategies**

Support for engagement is urgently needed to keep pace with a quickly changing society. Investments should adopt a framing of urgency and answer that call with strategic and sustainable evidence-based initiatives that both improve economy of scale and enable innovation of engagement practices.

**Evolve promotion and tenure processes to build on recent successes and emphasize local solutions** A comprehensive investigation and analysis could help in understanding how promotion and tenure processes are already changing and how to add thoughtful momentum to the transformation in progress. Findings should be applied to local processes that explicitly include and assess a variety of engagement activities. Public engagement activity should be decoupled from “service” and explicitly inserted into stated institutional priorities and budget processes. Customized engagement objectives should be embedded into departmental plans and scientists’ position descriptions.

**Assess value in meaningful ways**

Establish processes that assess engagement productivity in terms of both enhanced research processes and societal impacts. Avoid attempts to express value in terms of return on investment or simple metrics (e.g. participation hours and grant procurement). Instead, collaborate with social scientists and humanities scholars to develop rubrics about the value of a variety of engagement activities.

**Enhance professional supports**

Three key opportunities surfaced in the landscape process. 1) Expose the actual investments of time needed to successfully implement different engagement activities to enable transparent consideration of tradeoffs with other activities. 2) Support brokers to magnify the effects of existing programs and facilitate scientists’ success, especially for early career or reluctant scientists who may not otherwise find success in their engagement efforts. 3) Investigate the lived experiences of pre-tenured faculty in terms of workload, trajectories, and ways to reduce risks; support them in changing the system from within.

**Enhance Practice**

The primary opportunity lies with engaging audiences who are underserved with little access to science learning and engagement. Intentional engagement with audiences, beyond the “choir”, through collaborative mechanisms can move the system beyond the deficit model and pave the way to realize mutual benefits. Scientists need tools and practices
that overcome group self-selection bias. More design research is needed to innovate such tools based on evidence about which practices generate mutual benefit and positive impacts. Trainings should be expanded to include explicit practices for discussing science as a complex endeavor and in the context of values. Trainings should also evolve to include more strategies based on what has been learned from engagement and science communication research.

PART IV: MORE QUESTIONS
This report provides a synthesis and empirical grounding of what is known about university systems and people. Many questions remain, the answers to which can help in pursuit of transformation.

• How might increasing permeability of the boundaries between science and other sectors of society transform both science and society?
• How might engagement practice aimed at improving equity improve overall outcomes?
• What lessons can be learned from efforts to transform university educational practices?
• What are the best cost effective alternatives (to return on investment) that capture value of communication and engagement?
• How might overcoming the deficit model improve the science gap?
• What are the merits and risks of outsourcing engagement to non-scientist professionals? Is the use of evidence-based practices by engagement professionals worth the sacrifice of “authentic” science experiences with working scientists?
• Do underrepresented scientists shoulder an unfair portion of the communication and engagement activity, and if so how does that affect their persistence and advancement?

RECENT RESOURCES


Policy Coordinator
Job Description

The Oregon Water Resources Congress (OWRC) is seeking a Policy Coordinator to assist with advocacy efforts at the state and federal level. OWRC is a 501(c)6 nonprofit association of irrigation districts and other agricultural water suppliers that deliver water to farms and other water users in Oregon. The Policy Coordinator is one of three staff and is a full-time, exempt, salaried position based in Salem, Oregon.

The Policy Coordinator helps develop and implement OWRC’s advocacy and education strategies at the state and federal level. This position reports directly to the Executive Director (ED) and supports a broad range of activities provided by the State Legislative Program and Federal Affairs Program. The Policy Coordinator will also work with OWRC’s contract lobbyist in Washington DC on federal issue response and pertinent strategy implementation. This position is an integral member of a small team and may be asked to take on other responsibilities as needs arise. Specific job responsibilities will be tailored based on the selected candidate’s skill-set.

The ideal candidate will have excellent communication skills, three years or more experience in public policy or natural resources related issues, willingness to take on complex tasks, and the ability to work collaboratively with a diverse group of stakeholders.

Description of Duties

- Provide research, analysis, and draft responses on a variety of policy issues impacting OWRC members
- Track, monitor, and analyze state and federal legislation
- Draft comments, white papers, and other documents in response to key issues
- Develop briefing materials and reports (oral and written) including legislative reports, one-page handouts, and talking points for staff and members
- Attend and participate in hearings, workgroups, and other meetings as needed
- Assist ED with development and execution of advocacy strategies
- Collaborate with ED on grassroots advocacy efforts and stakeholder outreach
- Coordinate member testimony, legislative visits, and workgroup meetings
- Plan and participate in OWRC events as needed to enhance member education on key issues and OWRC advocacy efforts
- Assist federal contract lobbyist with responses to priority issues and strategic communication to internal and external stakeholders

Qualifications

**Required:**

- Excellent communication skills (written, verbal, and electronic)
- Experience researching, analyzing, and debriefing complex issues
- Demonstrated ability to communicate with broad range of stakeholders
- Ability to work effectively with staff and volunteers in a member-orientated collaborative environment
- Willingness to learn about and analyze new and/or complex issues
- Ability to complete projects efficiently with minimal supervision
- Undergraduate degree (political science or related field preferred)
- Ability to work long hours and occasional overnight travel as needed
Valid Driver’s License and proof of current automobile insurance
Register as a lobbyist with the State of Oregon

Preferred:
Passion for natural resources policy issues
3 years+ experience with state and/or federal legislative process
Knowledge of key state and federal natural resources policy issues
Experience working with nonprofit organizations or associations
Experience with various communication mediums, including social media
Familiarity with federal legislative and budget functions and processes
Graduate degree in public policy, law, or related field

Compensation
Starting salary is commensurate with experience, with a range of $45,000-60,000, plus a benefit package that includes health insurance, 401(k) retirement plan, vacation days, and other benefits.

Application Process
Please send a cover letter and resume detailing qualifications for this position along with contact information for three professional references to apply@owrc.org. Interviews will be conducted with qualified candidates starting in December and will continue until the position is filled. Candidates selected for interview may be required to submit a writing sample. Ideal candidate will be able to start by February of 2019.

Graduate Student SESYNC Proposal Looking for Economist
Myself and a few colleagues from across the country have put together a Graduate Pursuits proposal for SESYNC, the National Socio-Environmental Synthesis Center in Annapolis, Maryland. We are looking for an economist to join our team.

Graduate Pursuits are a program to supported interdisciplinary, collaborative, socio-environmental synthesis research for a period of 18 months. Support centers around travel, meals, and lodging for 3–4 in-person meetings at SESYNC, as well as a suite of services ranging from team facilitation and leadership training, to computational and cyber infrastructure resources and data acquisition, to science communication and outreach.

This program is funded by the National Science Foundation, SESYNC is particularly interested in Graduate Pursuit proposals that bring together diverse backgrounds, disciplines, and data in novel, integrative ways to solve increasingly complex environmental issues.
Graduate Pursuit proposals that are designed to be applicable or generalizable across multiple locations and scales and those with potential to contribute to decision-making and non-academic communities are also of special interest.

Proposal Abstract
“Wildfires in the United States have been increasing in area burned in the past several decades, with large implications for both the natural and human ecosystems where they are happening. Not only are we seeing current evidence of an increase of intensity of wildfires, there is strong evidence that this increase in wildfire activity will continue rapidly during the 21st century. The increase in wildfire activity impacts humans, due to loss of life, property, and businesses; and impacts ecosystem services such as water storage, carbon storage, biodiversity levels, and intrinsic value. We aim
to better understand how wildfire policy and management strategies at various levels (federal, state, and local) impacts these socio-environmental outcomes. We will explore impacts of wildfire policy and management on social and environmental outcomes as well as any interactions or feedbacks between the two, through a synthesis of policy and management strategies, human impacts data, social perception data, and environmental and climate data."

Please email Kindra De'Arman at kindrad@uoregon.edu or Kristina Bartowitz at kbartowitz@uidaho.edu (team leads) if you are interested in learning more about our project or this opportunity with SESYNC.

Regards,

Kindra

Kindra De'Arman, M.S.
Graduate Employee
Department of Sociology
University of Oregon
Eugene, OR 97403-1291
kindrad@uoregon.edu

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Expression of interest survey in NRT Risk and Uncertainty Quantification in Marine Science

We are looking for an expression of interest and initial concepts/ideas from students and faculty who are thinking of joining the Program. We admit both M.S. and Ph.D. students who are in their second or higher year of education at OSU. To learn more about the Program or the work of past student cohorts, please consult our web site:

http://marinerisk.ceoas.oregonstate.edu/

At this point, we ask you to fill out the brief survey linked below:

http://oregonstate.qualtrics.com/jfe/form/SV_8k9TEgivxSntZP

Your response is not an application to the NRT, and does not result in admission or exclusion from the Program. Your responses are used to help forming potential research teams. Completion of the survey is required no later than December 28th, 2018.

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Economic Development Officer

Position Summary

Support the work of the Corvallis-Benton County Economic Development Office. Serve as an account manager assisting prospective, new, and existing businesses on areas defined in the Economic Development Strategy. Conduct studies to develop business information and research issues that could impact economic development priorities. Assist in managing the conceptualization, adoption, and implementation of tools and policies to assist the City in its business development efforts. Manage consultant contracts and activities; develop work plans, timelines, and resource allocations for assigned projects. These tasks are illustrative only and may include other related duties.
Additional Information: Full-Time, 40 hours per week, AFSCME represented position, 12-Month Probationary Period
Please see our website for a full job description, including essential functions and requirements.

**Essential Functions**

Develops and implements a business retention and expansion program.

Serves as liaison between property owners, businesses, City officials, and others regarding economic development projects and programs. Performs functions such as visit local businesses and business prospects; researches, writes, and presents staff reports; manages projects; collects and analyzes data, and makes business presentations.

Assists with the development of policies that affect a healthy business climate and participates in City process to secure policy adoption.

Manages the development of marketing tools, including website and other social media marketing, to assist with business development, expansion, and retention efforts.

Creates workforce policies and tools to support businesses' hiring needs, and manages programs to assist small businesses, start-ups, and entrepreneurs in the Corvallis and Benton County area.

Serves as an account manager assisting businesses with an emphasis on areas defined in the Economic Development Strategy.

Manages consultant contracts and activities, develops work plans, timelines and resource allocations for assigned projects.

Assists in the development and implementation of an Urban Renewal Plan.

Conforms with all safety rules and performs work in a safe manner.

Operates and drives a motor vehicle safely and legally.

Adheres to all City and Department policies.

Delivers excellent customer services to diverse audiences.

Maintains effective work relationships.

Arrives to work, meetings and other work-related functions on time and maintains regular job attendance.

**Qualifications and Skills**

**Education and Experience**

Bachelor's degree in Public Administration, Business Administration, Economics or a related field which provides the knowledge to perform the essential functions of the position.

Three years of experience in business and economic development or planning; two of the three years experience in government, administration, project management or policy development.

**Knowledge, Skills and Abilities**

Demonstrable knowledge of marketing methods for attracting and retaining businesses. Strong interpersonal and dispute resolution skills, including the ability to confront challenging issues to help others work through complex issues. Ability to work independently, to research and design new programs.
Ability to design, coordinate and implement program requirements. Ability to learn and interpret City, county, state and federal policies and procedures, organize and present ideas and recommendations both orally and in writing.

Strong analytical, financial analysis and organizational skills. Ability to analyze and evaluate complex economic development data. Ability to develop innovative and creative solutions within broad principles and policies.

Excellent verbal and written communication skills using both technical and non-technical language, and the ability to gain trust, cooperation, and understanding. Ability to develop and manage building and land inventories and manage grant processes.

Ability to get along well and maintain and promote effective working relationships with coworkers, other government agencies, business owners and stakeholders.

Ability to maintain confidentiality and exercise discretion and judgment in dealing with sensitive or confidential information.

Ability to use a computer for extended periods of time to perform the essential functions of the position. Ability to use spreadsheets and work processing applications, perform database management, use desk top publishing, GIS mapping tools and applications to perform the essential functions of the position.

**Special Requirements**

Demonstrable understanding and commitment to sustainability; promote commitment, understanding and use of sustainability principles by employees for day to day operations.

Demonstrable commitment to diversity and promote diversity principles with employees in day to day operations.

The individual shall not pose a direct threat to the health or safety of the individual or others in the workplace. Possession or ability to obtain a valid Oregon Driver’s License.

Travel among City worksites, off-site meetings and presentations. Ability to pass a pre-employment background and/or criminal history check.

**How to Apply**

Qualified applicants must submit an online application located on the City of Corvallis website, Human Resources, Job Opportunities (click on "Apply" above). **Applications must be received by 5:00 PM on Friday, December 7, 2018.** Applicants are encouraged to include a cover letter and resume with the online application; however, resumes will not be accepted in lieu of a completed online application. Late or incomplete applications will not be accepted/considered.

An Affirmative Action/Equal Opportunity Employer in Compliance with ADA.
A quick reminder about the new Ecampus Financial Hardship Grant and a few examples of the financial challenges we aim to ease through awards up to $1000:

- Students unable to register for their last credits needed to graduate due to an aging student account balance and no solution in sight... send them our way!
- Students who are experiencing an unexpected financial crisis that threatens their academic progress... send them our way!
- Students who want to withdraw or drop courses for financial reasons, in some cases leading the student concluding they need to leave OSU altogether... send them our way!
- Heading into the new term, students who are unable to afford course materials or are waiting for financial aid disbursements that might delay a successful start... send them our way!
Caltrans Job Opportunities

Environmental Planner
Associate Environmental Planner

- Salary Range $3688 to $6869 per month (Salary Range current as of August 20, 2018)
- Great Benefits
- Flexible Schedule
- Openings Throughout the State
- FREE on-the-job Training

Simply follow four easy steps:

1. Take the online Training and Experience Evaluation at: https://jobs.ca.gov/CalHRPublic/Search/ExamSearch.aspx. Search for "Environmental Planner" under "Classification" and select the position you are interested in to search for open exams.

2. Select either Environmental Planner, Environmental Planner (Natural Sciences), Environmental Planner (Archeology), or Environmental Planner (Architectural History).

3. Upon successful completion of the exam, you will be placed on the eligibility list to become qualified for future vacancies.

4. You may search for Caltrans vacancies at https://jobs.ca.gov/CalHRPublic/Search/JobSearchResults.aspx#empty. Create an account to be notified when new vacancies are posted.

To see the education and experience requirements for these classifications, visit http://www.calhr.ca.gov/state-hr-professionals/pages/4640.aspx.

www.jobs.ca.gov

Provide a safe, sustainable, integrated and efficient transportation system to enhance California’s economy and livability.
Courses of Interest

Women, Gender, and Sexuality Studies
Oregon State University
Corvallis, Winter 2019

WGSS 110. Gender, Race, and Pop Culture.
CRN: 39449. BCC: Core Perspectives-Western Culture.

WGSS 223. Introduction to Women, Gender, and Sexuality Studies.
3 Sections. CRNs: 39935, 32860, 33896. BCC: DPD, Social Process & Institutions, Liberal Arts Social Core.

WGSS 230-001. Women in the Movies.
CRN: 34895. BCC: DPD.

WGSS/QS 262. Introduction to Queer Studies.
2 Sections. CRNs: 35918/ 35931; 39451/ 39457. BCC: DPD.

WGSS 280: Women Worldwide.
CRN: 36621. BCC: Cultural Diversity.

WGSS 324: Feminist Activisms.

WGSS 325: Disney: Gender, Race, Empire.
2 sections. CRNs: 39860, 39937. BCC: DPD.

WGSS 340: Gender and Science.

CRN: 37540. BCC: Synthesis – Global Issues

WGSS/QS 362: Serving LGBTQ+ Communities.

CRNs: 36836/ 36861/X. BCC: DPD.

CRNs: 39454, 39459/ 39456, 39460.

WGSS 483/583: Race, Gender, & Health Justice.
CRNs: 37541/ 37542.

#MeToo
Queer Studies
Oregon State University
Winter 2019
Corvallis Campus

WGSS/QS 262. Introduction to Queer Studies.
2 Sections. CRNs: 35918/35931; 39451/39457. BCC: DPD. Instructors: Lizz Johnk, LK Mae

WGSS/QS 362-001: Serving LGBTQ+ Communities.

CRNs: 36836/36861/36862. BCC: DPD. Instructor: Luhui Whitebear

CRNs: 39454, 39459/39456, 39460. Instructor: Dr. H. Rakes.

Ecampus

WGSS/QS 262-400: Introduction to Queer Studies.
CRNs: 37058/37059. BCC: DPD. Instructor: Juniper Timmons.

WGSS/QS 321-400: Queer Pop Culture.

WGSS/QS 364-400: Trans/Gender Politics.
CRNs: 37060/37061. BCC: DPD. Instructor: Nyk Steger.

WGSS/QS 462-400: Queer Theories.
CRNs: 36164/36163. BCC: DPD. Instructor: Michael Floyd.

WGSS 466-400: Fat Studies.
CRN: 38363. BCC: DPD. Instructor: Michael Floyd.

Queer Studies at Oregon State University offers an undergraduate minor both in Corvallis and on Ecampus and graduate minors at the master’s and PhD-levels in Corvallis.
http://liberalarts.oregonstate.edu/sics/wgss
Dear Colleagues,

The Office of Institutional Diversity is excited to announce the Dialogue Facilitation Lab – a professional learning seminar for teaching and professional faculty, staff, and graduate assistants looking to integrate critical dialogue facilitation skills into their daily practice.

The Dialogue Facilitation Lab (formerly known as the Social Justice in Practice Seminar) welcomes practitioners of all skill and experience levels to explore the philosophy and techniques of critical dialogue facilitation and the potential for implementation in teaching, leadership, research, and service work.

The program consists of a 2-day intensive orientation on December 6 & 7, followed by weekly two-hour sessions during winter term.

Applications for the 2018-19 program are now open and must be submitted by November 19, 2018. To learn more about the program, and to submit an application, visit the Dialogue Facilitation Lab website.

If you have any questions, please do not hesitate to contact us directly. We look forward to your application!

Brandi Douglas
Assistant Director, Outreach
Brandi.Douglas@oregonstate.edu

Jeff Kenney
Director, Institutional Education for Diversity, Equity and Inclusion
Jeff.Kenney@oregonstate.edu

Hello all,

It’s the end of the term, and if you need a little more help right now - food, basic needs, a listening ear - here are some campus resources to know about, pulled together by Fatima Taha.

- **OSU ScholarDollars**: Oregon State’s new online scholarship search and application system, ScholarDollars, is now accepting applications for more than $50 million in 2019-20 scholarship funds. OSU students may complete one application to be considered for more than 1,600 campus-based scholarship opportunities. Students are encouraged to submit their ScholarDollars applications between November 1, 2018, and February 1, 2019, to maximize the number of scholarships for which they will be considered. Call 541-737-1125 or visit [https://scholarships.oregonstate.edu/scholardollars](https://scholarships.oregonstate.edu/scholardollars).

- **Human Services Resource Center**: provides supportive resources for homeless and food-insecure students. The HSRC list of resources are Food Pantry and Food Assistance Programs like Mealbux and Full Plate Funds, Textbook Lending Program, Travel Support, and Housing Security. Info about the pantry and other resources can be found at [http://studentlife.oregonstate.edu/hsrc](http://studentlife.oregonstate.edu/hsrc). If you’d like to stay updated about the HSRC, sign up for HSRC newsletter at [https://studentlife.oregonstate.edu/webform/join-our-email-list](https://studentlife.oregonstate.edu/webform/join-our-email-list).

- **Basic Needs Navigator at HSRC**: for students experiencing homelessness or housing insecurity, the Basic Needs Navigator, Miguel Arellano Sanchez, provides student-centered case management for those navigating challenging financial barriers.

- **Free Food at OSU@eatfreeOSU**: the student's guide to free food events on and off campus: [https://twitter.com/eatfreeosu?lang=en](https://twitter.com/eatfreeosu?lang=en)
• **Mindful @ Oregon State University**: A weekly e-newsletter features a guided meditation, learn-more section, mindfulness challenge, OSU mindfulness event calendar and crowd-sourced knowledge and recommendations. Subscribe here: [http://bit.ly/mindfulOSU](http://bit.ly/mindfulOSU)

• **OSU Grad resources spotlight: Health and wellness**  
  Stay healthy and well with these resources:  
  - [Counseling and Psychological Services (CAPS)](https://counseling.oregonstate.edu/main/single-session-clinic-ssc)  
  - [Recreational Sports](https://counseling.oregonstate.edu/main/single-session-clinic-ssc)  
  - [Student Health Services (SHS)](https://counseling.oregonstate.edu/main/single-session-clinic-ssc)  
  - [OSU-Cascades Student Wellness](https://counseling.oregonstate.edu/main/single-session-clinic-ssc)  
  Find even more resources on our website.

• **Graduate Student Success**: you will find useful information to be a successful graduate student. You can download the “New Graduate Student Guide” and sign up for the Gradsuccess newsletter [https://gradschool.oregonstate.edu/graduate-student-success](https://gradschool.oregonstate.edu/graduate-student-success); [https://gradschool.oregonstate.edu/graduate-student-success/new-students](https://gradschool.oregonstate.edu/graduate-student-success/new-students)

• **Corvallis Services Consortium (CSC)**: the CSC offers a number of services in Linn, Benton, and Lincoln counties. These services are food assistance, rental assistance, utility assistance, weatherization and housing assistance: [http://communityservices.us/](http://communityservices.us/)

• **CAPS Single Session Clinic at the Memorial Union**: Meet with a CAPS counselor for a one-time only session to discuss a current problem or concern. During the 45-minute session, a counselor will help you clarify your problem and work with you to develop skills and strategies to create a personalized action plan. Learn more about the single session clinic: [https://counseling.oregonstate.edu/main/single-session-clinic-ssc](https://counseling.oregonstate.edu/main/single-session-clinic-ssc)

• **LGBT grad group**: Join a weekly grad student LGBT group with the goal of fostering community. The group meets 4 to 6 p.m. on Tuesdays at the Pride Center: [https://dce.oregonstate.edu/pc](https://dce.oregonstate.edu/pc)
Dissertation/Thesis Defense

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polina Osipova</td>
<td>Tuesday, November 27th</td>
<td>2:00 pm</td>
<td>Bexell Hall 211</td>
<td>Understanding the Implementation of Oregon’s Environmental Justice Policy</td>
</tr>
<tr>
<td>Juan Pablo Pinilla</td>
<td>Thursday, December 6th</td>
<td>3:00 pm</td>
<td>Bexell Hall 322</td>
<td>Party System Institutionalization and Accountability for Corruption in Latin America: The Cases of Brazil and Chile</td>
</tr>
</tbody>
</table>

Funding, Research and Job Opportunities

Job Opening at SPEA, IUN

We would like to inform you that the School of Public and Environmental Affairs at Indiana University Northwest has an opening for the position of (tenure-track) assistant professor. We are particularly interested in candidates (earned Ph.D. or ABD) in health service administration or health policy who can teach/research health field broadly and engage in the community and students’ activities.

Please find the attached job description and encourage your Ph.D. students in the job market to consider this position. We look forward to meeting your qualified Ph.D. candidates soon. Feel free to contact us if you have any questions.

Thank you for your time and consideration in advance.

Job description

Position Description

Assistant Professor of Health Sciences and Administration
The School of Public & Environmental Affairs (SPEA) at Indiana University Northwest seeks candidates for a full-time (10-month) tenure-eligible faculty position at the Assistant Professor rank. The successful candidate will be responsible for teaching a variety of courses in the undergraduate Health Services Administration and the Master’s in Public Affairs programs. All areas of specialization are encouraged and we are seeking individuals committed to a multi-disciplinary approach to public policy analysis in a diverse urban environment. We are particularly interested in candidates who focus on a broad concept of “health” that results from the integration of the environment, the community, and both public and non-profit institutions that influence citizens’ welfare.

For this 10-month appointment, teaching responsibilities may include (but are not limited to) the public policy process, health economics, health policy, the American health care system and other classes. The candidate will also advise health services administration students, conduct academic research, and seek external funding for health services research. We are very interested in candidates who are eager to engage the community and our students in academic activities that encompass the three areas of teaching, research, and service. The candidate is also expected to engage in professional, university, and departmental service.

Minimum Qualifications

- An earned Ph.D. in Public Health, Epidemiology, Health Economics, Medical Sociology, Public Policy Analysis, or closely related field. Applicants who are ABD will be considered, but the terminal degree must be conferred by position start date.
- Evidence of successful college/university teaching experience
- Ability to engage in research with potential for extramural funding
- Commitment to diversity
- Evidence of research and scholarly activity
- Commitment to quality undergraduate and graduate education
- Commitment to engagement with the community

Preferred Qualifications

- Strong and clear evidence of research and scholarly activity accomplishments in health services administration
- Evidence of successful grant-writing experience
- Experience with both face to face and e-learning
- Evidence of successful college/university advising experience
- Involvement in professional health administration related associations (AUPHA, ACHE, AOM, APHA, or similar)
- Professional experience in a health care organization

https://www.higheredjobs.com/search/details.cfm?JobCode=176854079&Title=Assistant%20Professor%20of%20Health%20Services%20Administration
The White House Fellowship program is now accepting applications for its 2019 class. We hope you will forward this message to those in your networks whom you think exhibit leadership potential and who could benefit from first-hand government experience at the highest levels.

The White House Fellowship program, now in its 53rd year, offers talented and motivated U.S. citizens early in their careers an opportunity to serve in government at the highest levels. The selection process is highly competitive. Successful candidates must have demonstrated unusual ability, outstanding motivation, a broad capacity for leadership, and show exceptional promise of future development.

The fellowship program is non-partisan. It is common for Democrats to serve in Republican administrations and vice versa. The one-year fellowship is paid and runs one year, starting approximately September 1, 2019. Those selected to serve as White House Fellows universally describe it as one of the most amazing years of their lives. Applications for the Class of 2019 are being accepted through January 16, 2019. We encourage interested candidates to visit www.whff.org/recruitment to learn more.

If you would like to discuss this further, please contact:

Jeff Hall, Director of External Outreach and Recruitment
jeff.hall@whff.org
310-709-6215

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Sustained Climate Assessment Specialist Job Opening, CCRUN

The Lamont-Doherty Earth Observatory seeks a full-time Staff Associate to serve as the Climate Assessment Specialist, supported by a grant from the National Oceanographic and Atmospheric Administration (NOAA). The
Staff Associate will assist the Principal Investigator with stakeholder-driven research on climate assessment in the urban corridor from Philadelphia to Boston and will work closely with other researchers and stakeholders in the northeast corridor, including Washington, DC, and the Consortium for Climate Risk in the Urban Northeast (CCRUN), one of NOAA’s Regional Integrated Sciences and Assessments (RISA) Program projects.

Will help research, design, and inform ongoing climate assessment activities in support of current and future National Climate Assessments (NCA) and sustained assessment activities. Will include evaluating, synthesizing, and communicating knowledge about extreme weather/climate risks and impacts to decision makers. Activities will focus on sustained climate assessments that supplement the model of large, national climate assessment reports at multi-year intervals and will include a focus on urban infrastructures that support energy, water, transportation, and communication systems. Evaluation of economic impacts will be another integrating lens for the work. The Staff Associate will facilitate regular interactions and exchanges to help strengthen regional capacities for: the production and communication of weather and climate information to a wide variety of stakeholders in the public and private sectors and in the scientific community; the development and evaluation of decision-support tools and systems for climate risk management; climate vulnerability assessment and monitoring; innovative infrastructure design; advancing effective adaptation practices and strategies; the identification of opportunities for information and cost sharing by neighboring state and local governments; and long-term resilience planning.

Canvass the Northeast NCA region to identify examples of successful integration of science into decision-making with the capacity for sustained assessment. Engage with stakeholders and partners involved in developing and implementing both sector-specific and integrated, multi-sector adaptation plans. Develop a system to categorize the information collected through stakeholder interactions. Assess knowledge gaps that could be filled to augment future NCA reports.

Organize and convene multiple workshops to promote the exchange of knowledge. Facilitate conversations to share best adaptation practices and as well as collaborative design of decision-support tools and systems. Work with the NCA, RISA, and other climate assessment specialists to identify ongoing activities. Evaluate how NCA information developed by CCRUN is being used throughout the Northeast.

Disseminate research findings and outcomes. Assist with writing of research reports. Contribute to peer-reviewed articles and conference presentations. Prepares reports required by NOAA and NCAProgram offices for PI review.

Will receive general supervision from the Lamont Associate Research Professor. Will exercise independent judgment within specific parameters set by the Lamont Associate Research Professor.

APPLY: https://pa334.peopleadmin.com/postings/1684
BOOK

Service Provision and Rural Sustainability, Infrastructure and Innovation: By RPLC Members

Abstract
Access to quality services and community infrastructure are vital parts of supporting sustainable and resilient rural and small-town places. Renewing outdated infrastructure and supporting the delivery of services in rural communities present significant challenges from the constrained fiscal and policy realities of the 21st century.

Drawing upon contributors from five Organization for Economic Co-operation and Development (OECD) countries, this book describes innovative service delivery and community infrastructure models that are appropriate to the contemporary rural and resource-dependent regions of developed economies. The examples show that an entrepreneurial approach to service delivery and infrastructure provision by local organizations and governments is needed.

Critical economic and community development supports are crucial to assist creative and innovative sets of solutions that work for small communities. Chapters in this book argue that community development foundations for resilient rural and small-town communities and regions must be co-constructed and co-delivered in partnership by both local and senior government actors, in terms of both policy and committed resources.

This volume will be extremely valuable for students, scholars, and community development practitioners exploring policy-making, government initiatives, and community service provision in rural and small-town places.
Click the link below to download the book.


JOURNAL ARTICLE

The Role of Trust in Building Rural Tourism Micro Firm Network Engagement: A Multi Case Study

Abstract

This study examines the role of trust in building rural tourism micro firm network engagement in three case environments in Ireland, Canada and the USA. Researchers have rarely addressed the role of trust in tourism business relationships beyond acknowledging that it is a critical factor in network relationships/exchanges.

This study contributes to the existing body of knowledge by exploring the content of member interactions and relationships that lead to trust in rural micro firm tourism networks using a relationship lens underpinned by social exchange theory.

Applying a longitudinal interpretivist lens in each case, findings suggest that bonding, bridging and linking interactions have profound implications for rural tourism micro firms who may not have access to a larger social system of stakeholder relationships due to their relatively isolated location. The resultant framework offers insight into the generation of trust as an evolving asset in a rural tourism micro firm network setting.

Click on the link below to access material.


Report

Participation in USDA'S Supplemental Nutrition Assistance Program (SNAP): Effect of Local Labor Market Conditions in Oregon.
Abstract

This study investigates the relationship between local economic conditions in Oregon and spell lengths of USDA’s Supplemental Nutrition Assistance Program (SNAP). Using different indicators of economic conditions and different definitions of local labor market areas, the report finds evidence that improved labor market conditions were associated with an increased probability that a SNAP recipient in Oregon ended a participation spell.

When local labor markets are delineated as commuting zones—our preferred definition—our results suggest that a 10-percent increase in local employment raises the average recipient’s probability of program exit by nearly 7 percent.

The report shows that—when labor market conditions are measured in a more localized way than is typically done—SNAP recipients are found to be more responsive to labor market conditions.

Click on the link below to download material:


Research and Exchange Mobility Grant: New Call Open

Deadline for Application: 3rd December, 2018.
The new call for Research and Exchange Mobility Grant is now open, inside the call you can find the Guidelines, Criteria for eligible country/institution and the Post-mobility Outputs.

Proposals must be submitted using the application form and sending it to: Francesca Regoli (francesca.regoli@unibo.it) and Fabio De Menna (fabio.demenna2@unibo.it).

Proposed research projects should be related to topics addressed by RPLC Policy Networks and should aim to develop an interdisciplinary and comparative approach. Thus, the inclusion of a mobility period within the proposal is mandatory. Clear outputs should be identified and developed in line with RPLC purposes. Collaboration with other partners (both from within and outside the RPLC network) is also mandatory. In addition, the involvement of policy makers is strongly suggested."

Projects should be carried out by students/junior researchers from RPLC partner institutions with the involvement of RPLC faculty members.

UPCOMING RURAL EVENT

GrowCanada CONFERENCE

The GrowCanada conference is Canada’s premier agricultural event, providing a platform to connect with industry leaders from across the country, explore cutting edge insight and build a stronger and more vibrant Canadian agricultural sector that ultimately contributes to a better world.

Mark your calendars for the GrowCanada conference November 27-29, 2018 in Ottawa.

For registration and more information about the conference, CLICK HERE.

RURAL REGIONAL FORUM

Rural communities are struggling with population stagnation and decline, yet businesses are continuing to expand. Can focusing our energy on attraction and retention of newcomers help to fill that gap?

Join us at the Regional Forum on Rural Newcomer Integration - an employer focused event which brings together a wide variety of stakeholders to share stories, research, projects and insights into newcomer attraction and retention.

This Forum supports workforce development to create practical, actionable strategies for rural municipalities and businesses with newcomer attraction, retention and integration activities.

Date and Time: Thu, 29 Nov, 2018, 7:00pm- Fri, 30 Nov 2018, 4:00 PM EST.
In their core strategic planning, universities across Canada are now identifying community engagement as a core function of research, teaching, and learning. Universities are also recognizing the power of engagement to enhance learning and research.

In terms of learning, community engagement can provide students with a new sense of purpose for their education, as well as a sense of belonging that can transform young lives and support student mental health.

Community engagement also allows different types of learners to thrive, while enhancing competencies and confidence. In the case of community-engaged research, benefits include increased research impact, greater opportunities to translate findings into practice, expanded funding opportunities, and increased capacity of both researchers and community groups.

Community-engaged research provides an opportunity to positively effect change in one’s own community through the development of research questions that are responsive to community needs.

CLICK HERE to read more.

To read more blog post by RPLC Members; Visit Here.
Mapping Historic Sites in Rural Manitoba: Development, Themes, & Application

Wednesday November 21 2018, 12:00pm CST
TO REGISTER: CLICK HERE

CFICE Presents:
Hear My Voice: Including Community Voices at Post-Secondary Institutions
Thursday November 22, 2018, 1:00pm EST

Join us for this webinar as we learn about different strategies for bringing community voices to PSI table.

For CFICE, being 'community first' means engaging and involving community partners in all aspects of community-campus engagement (CCE) work. It also means advocating for and supporting their involvement in our post-secondary institutions.

For more information, or to register for this webinar, please visit the event website.

Health and Shared Prosperity Webinar
Canadian Rural Revitalization Foundation - 30th Annual Conference
Did you miss the live Health and Shared Prosperity Webinars?

Be sure to check out the video recordings from the Canadian Rural Revitalization Foundation - 30th Annual Conference posted on the RPLC YouTube Channel & RPLC Website

CLICK HERE to watch some of your favourite CRRF 2018 webinars

CLICK on Webinar Titles for more information

Question: Munzaleen Sajjad, sajjadm@brandony.ca, 204-721-0484

RPLC Webinars are a FREE service to all, Feel free to forward to others interested in improving rural life for all.

Did you miss any of our pervious webinars?

All of our webinar videos and presentations are available on the Rural Development Institution Website or on our RPLC YouTube Channel

EMAIL LIST

DID YOU KNOW….the RPLC network has over 3000 email subscribers including students, faculty, practitioners, government, non-profit, and community members? If you have any “rural” related news, stories, research, conference or event - please let us know and we will help get the word out. Together we can help drive rural policy and improve rural life!

http://rplc-capr.ca/emailing-list-registration/

For more information about the Rural Policy Learning Commons (RPLC), please visit: rplc-capr.ca
RPLC Communications:
Georrette Nyankson, NyanksonG@brandonu.ca

You have chosen to receive email messages from Brandon University Rural Development Institute. To unsubscribe from this and all notifications (including newsletters, workshops, webinars and announcements), click on the "unsubscribe" link at the bottom.
Recruiting for:

COMMUNICATIONS DIRECTOR

Salary Range 30 ($5,056 - $7,459 monthly)

[Legislative Affairs Specialist II]

LEGISLATIVE ASSEMBLY
HOUSE REPUBLICAN OFFICE
The House Republican Office (HRO) is seeking a full-time and continuing Communications Director (Legislative Affairs Specialist II) to work in the HRO with caucus leadership and advise all House Republicans on a myriad of strategic communications and public relations issues.

**DUTIES AND RESPONSIBILITIES**

- Provide communications and media relations services, strategy and advice to the House Republican Leader, House Republican Leadership team and the House Republican caucus as a whole.

- Develop and deliver messages to the press and public for the House Republican Leader and House Republican caucus as a whole.

- Supervise the rest of the HRO Communications Team.

- Advise the House Republican Leader and HRO Chief of Staff on overall message development and communication as well the public affairs impact of specific legislative activities.

- Write, edit, and distribute media statements on an ongoing basis.

- Organize and schedule press conferences, press availabilities, and interviews.

- Plan short-range and long-range communications, and public education or outreach strategies that include advertising, promotional events and publicity.

- Integrate communication strategies with goals and objectives.

- Create communication plans for proposed legislation, testimony and other communications designed that advance programs or public policy initiatives.

- Write communication policy and procedures for handling sensitive information or media contact.

- Write and edit speeches, opinion pieces, talking points, newsletters and other materials.

- Serve as the primary media contact for the House Republican Leader and House Republican caucus as a whole.

- Manage questions from the media, initiate articles about House Republican activities and legislative proposals.

- Maintain productive relationships with reporters and news organizations.

- Engage on social media on behalf of the House Republican Leader and House Republican caucus as a whole.

- Provide strategic communication advice and coordination in a fast-paced political environment.

- Assist all members of the House Republican caucus and their staffs on their media relations, strategic communications, and messaging.

- Research, update, revise and retrieve information using a computer.

- Develop forms and reports as requested.
Maintain and process confidential documents and files.

Attend all caucus meetings and brief entire caucus on communications strategy and the impacts of specific legislation on such strategy.

Attend and staff public events, workgroups, task forces, tours, and other events of public or media note on behalf of the office, as needed.

May attend conferences, symposia, and the like to gain professional development, expand professional knowledge, etc. (Any travel will be reimbursed under the rules of the Assembly).

Build and maintain strong relationship with diverse stakeholders with varied interests.

Track legislation, produce floor-reports for each legislative session, and develop policy issue briefs.

Attend and contribute to all caucus and leadership meetings.

Work on other projects on an as-needed basis.

HIRING INFORMATION

The starting salary for this position will be determined within Range 30 ($5,056 - $7,459/mo.).

Candidate must be able to start work no later than January 2, 2019, preferably by December 17 of this year.

This full-time position has management service benefits, including health and dental insurance; optional life and disability insurance programs; a paid retirement program for qualifying individuals; and paid vacation, holidays, and sick leave.

This is a senior caucus staff position that directly reports to the Chief of Staff and House Republican Leader.

This is an at-will position, serving at the pleasure of House Republican caucus leadership including but not limited to the Republican Leader and the Chief of Staff.

WORKING CONDITIONS

The Communications Director works in a partisan political environment in the Capitol building in Salem. Unpredictable work hours, including evenings and weekends, are often required during the legislative session and other heavy workload periods. Such periods are unpredictable and may be event or news-cycle driven.

NECESSARY and/or DESIRED SKILLS and EXPERIENCE

Excellent writing, editing, speaking, and analytical skills.

Successful experience researching complicated policy issues and providing clear and concise findings.

Experience presenting information in writing and orally.
- Excellent work ethic.
- Excellent writing, editing, speaking, and analytical skills.
- Experience and skill in developing and maintaining effective working relationships with reporters, elected officials, and/or political staff.
- Strong ability to speak clearly and confidently with members of the media.
- Ability to work individually in a self-directed manner and as part of a team.
- Ability to produce consistent, quality work under deadline in a fast-paced environment.
- Ability and willingness to work outside of normal business hours as the legislative session dictates.
- Ability to manage several issues and projects simultaneously and to adjust to frequently changing demands.
- Strong ability to transmit information by written and spoken word so that an audience with differing levels of comprehension can understand the presentation.
- Strong understanding of the contemporary mass media environment and how to use it to promote an agenda.
- Skilled at the use of social media to promote an agenda.
- Strong understanding of the legislative and political environment.
- Knowledge of research techniques sufficient to collect, analyze, interpret and report data in both a narrative and statistical format.
- Skill in performing professional support functions requiring independent judgment, decision-making, and problem resolution.
- Experience presenting information in writing and orally.
- Experience working in the Oregon Capitol or a similar political environment.
- Consider the relative costs and benefits of potential actions to choose the most appropriate one.
- Gather, evaluate, and interpret data to arrive at valid conclusions.
- Identify sources of information, what kinds of information are needed, and apply different methods of collecting data.
- Experience advising elected officials and/or directing a strategic communications plan for an elected official or a public policy organization.
- Knowledge of current legislative issues and familiarity with Oregon level policy.
- Ability to work effectively with senior-level decision-makers and their immediate staffs.
- Ability to develop specific goals and plans to prioritize, organize, and accomplish work.
- Ability to develop, design, or create new applications, ideas, relationships, or systems.
MINIMUM QUALIFICATIONS

♦ Bachelor’s degree in any of the Social Sciences, Business, Public Administration, Public Relations, Communications, Marketing, Journalism, or the Behavioral Sciences, or related degree. Advanced degree(s) may result in greater compensation. **AND**

♦ Four (4) years professional level experience in Public Relations or Affairs **OR**

♦ Eight years’ experience directly related to the position under recruitment; five of the eight years must have been at the professional level.

TO APPLY

Please e-mail a cover letter, a current résumé, two recent writing samples, and three references to the Chief of Staff, Mike Carew at Mike.Carew@oregonlegislature.gov

♦ The cover letter should describe how you meet the minimum qualifications and necessary skills.

♦ The two writing samples should pertain to the position (e.g. press release, talking points, speech, etc.)

♦ If interviewed, a writing test will be required and an oral presentation is likely to be required.

♦ All applications will be confidential; references will not be contacted unless a candidate becomes a finalist.

This position will remain open until filled.

Any questions concerning this position should be directed to the Chief of Staff, Mike Carew at 503-986-1544 or mike.carew@oregonlegislature.gov

The Legislative Assembly cannot be responsible for materials that are lost in the mail, illegible, or missing as a result of transmittal.

Equal Opportunity / Affirmative Action Employer. Women, Minorities and Persons with Disabilities Are Encouraged to Apply. ADA Accommodations Will Be Provided upon Request.

Closing Date: Open until filled.
Legislative Internship Opportunity
Winter and Spring 2019

POSITION TITLE: Legislative Intern

INTERNSHIP DESCRIPTION: Democratic State Representative Dan Rayfield is hiring Winter and Spring interns to join our fast paced, dynamic office. Rep. Rayfield is a progressive legislator representing House District 16 – Corvallis and Philomath. He serves as Co-Chair of the Full Ways and Means Committee which creates the budget for the State of Oregon. Rep. Rayfield is also a member of the House Leadership team. Chosen interns will be working in Salem throughout the Legislative session, which runs from January to June. Schedules will be flexibly set based on the availability of the intern.

Interns should have an interest in advancing progressive ideals and fighting to strengthen and build the middle class. Interns will have the opportunity to contribute to all aspects of the office. Tasks will vary from office administration to constituent outreach to policy analysis.

HOURS: Interns must be able to commit to at least 6 hours per week, although most interns work 8-12 hours per week. Work schedule, start date, and the length of the internship are flexible. Work will primarily be conducted in Salem.

QUALIFICATIONS:
- Interest in policy, politics, and learning how the Oregon Legislature works
- Ability to communicate well (written and orally)
- Strong research skills
- Basic computer skills and basic understanding of Microsoft Office
- Ability to work in a fast-paced environment and juggle multiple assignments
- Ability to work independently
- Willingness to sign a confidentiality agreement

COMPENSATION: This is an unpaid internship. Academic credit may be available through your educational institution.

HOW TO APPLY: To apply, please send a resume and cover letter discussing your interest in the position, qualifications for the position to Sierra.Alvernaz@oregonlegislature.gov.

APPLICATION DEADLINE: December 14th, 2018.
OSU Scholarship Office

SCHOLAR DOLLARS

Oregon State’s new scholarship portal!

Last year, OSU awarded nearly $50 million in scholarship money to our students

- ScholarDollars is a new centralized scholarship search and application tool for OSU students only
- Submit one application to be considered automatically for many OSU scholarship opportunities
- Complete your application between November 1st and February 1st to maximize your opportunities
- Update your application at any time
- Search a database of external scholarship opportunities

http://beav.es/scholardollars

AVAILABLE STARTING
NOVEMBER 1

For more information, contact us at 541-737-1125
scholarship.office@oregonstate.edu
Credit Hours: 3
Room: Waldo 421
Schedule: Thursdays 9:00-11:50am

Course Instructor: Dr. David Rothwell
Office Location: Waldo 460
Office Phone: 541.737.1081
E-Mail: david.rothwell@oregonstate.edu
Office Hours: Monday, Wednesday 2:00-3:00pm. Schedule appointment here.

COURSE DESCRIPTION:
Examines families in poverty focusing on causes and consequences of family poverty, including global economic factors, migration patterns, discrimination, and policies and programs for families.

Prerequisites: None

LEARNING RESOURCES:
The assigned textbook is by John Iceland.

Additional readings will be posted on Canvas.

STUDENT LEARNING OUTCOMES:
By the conclusion of this course, the student will demonstrate an ability to:
1. Understand poverty in contemporary society, including its definitions and measurement;
2. Explain how family structure relates to poverty risk and how poverty shapes family life;
3. Distinguish how certain factors such as personal traits, geography, culture, gender, race/ethnicity shape poverty risk;
4. Analyze the causes of poverty;
5. Identify and critique policies and other interventions that aim to reduce poverty.

PROGRAM COMPETENCIES IN HUMAN DEVELOPMENT AND FAMILY SCIENCES:
Upon satisfactory completion of the degree in Human Development and Family Sciences, the students will have met the program competencies found at http://health.oregonstate.edu/degrees/competencies
### COURSE CONTENT:
This schedule is subject to change. Updates will be announced in class and on Canvas. **Students are responsible for checking for updates.**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment / Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>11 Jan</td>
<td>What is poverty? What is not poverty?</td>
<td>Iceland chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>18 Jan</td>
<td>What does it mean to be poor in a rich country? Distributions of resources – assets and income.</td>
<td>Iceland chapter 3</td>
</tr>
<tr>
<td>Date</td>
<td>Title</td>
<td>Authors</td>
<td>Article Details</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Reference</td>
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<tr>
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<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>8 Mar</td>
<td>What can we do to reduce poverty? Transfer income</td>
<td>Iceland chapter 7</td>
<td></td>
</tr>
</tbody>
</table>
| 9 08 Mar | **What can we do to reduce poverty?**  
**Build assets and financial capability** | **Focus summary of special Issue 'Anti-poverty Policy Innovations for the United States'.**  
Recommended:  
### Recommended:


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<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reference</th>
<th>Presentations</th>
</tr>
</thead>
</table>

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### EVALUATION OF STUDENT PERFORMANCE:

Student performance will be evaluated based on course participation, an issue brief, and a book review.

1. Course participation accounts for 30% of the final grade and is comprised of two parts:

   (a) **Discussion points (15%).** You will provide at least one question/reaction *for each week*. Good discussion points are typically multi-part. Some of the best questions may also naturally cut across readings (points that reinforce, contradict, complement, etc.). The questions/comments are due on *Canvas / Collaborations tab* by the Tuesday midnight prior to Thursday’s class. Each discussion point should include references (APA style) so that other members of the course can connect the ideas to the readings. Include your name in parentheses after your point.

   (b) **Leadership (15%).** For each week, one student will be designated as discussion leader. The leader will be responsible for compiling, organizing, and distributing a set of 3-5 short, broad topics/questions that cut across the readings to help orient the class to the major themes in the readings. This should be summarized in a short document (1-2 pages double spaced) that will be posted on *Canvas / Discussions tab* and sent to the class via email. The leader summary must be posted and distributed at least 24 hours before class, i.e., Wednesdays by 9am. You will also have extra responsibility of working with me to plan the discussion for that given week. You are encouraged to schedule office hours with me to develop the plan.

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7
Discussion leadership should explicitly focus on how readings clarify our understanding of poverty risk and the causes of poverty.

* We will make weekly assignments during the second week of class.

You should assume everyone has done the readings and is prepared to discuss them. It is our job to create a rich discussion around the readings and to use them, as a cluster, to reach a higher level of analysis. I strongly encourage you to be creative in how we approach the assigned class session (e.g., design class exercises, use video clips [political/news clips may be especially appropriate]) – again, in ways that synthesize and expand our thinking about the topic. An example Leadership summary is posted on Canvas.

(2) An Issue Brief on families and poverty accounts for 35% of your final grade. You will write a 6-8 page issue brief on a specific topic of your choice related to families and poverty. The issue brief will roughly follow the guidelines outlined by the National Council for Family Relations Author Guidelines for briefs. The brief should pay special attention to definitional and measurement issues and consider element of family structure as poverty risk. A mandatory peer-review stage is built in to the Issue Brief assignment. Further details on the Issue Brief, along with a rubric, will be posted on Canvas.

(3) A Book Review on a topic of your choice accounts for the remaining 35% of the final grade. The purpose of the Book Review assignment is to engage deeply with a relevant poverty and families book. Furthermore, the assignment provides students with an opportunity to submit their Review for publication. In addition to providing a general review for the book itself, the Book Review is expected to focus on implications for poverty intervention. Students will present the core elements of their review is a short presentation on the final day of class. A mandatory peer-review stage is built in to the Book Review assignment. Further details on the Book Review, along with a rubric, will be posted on Canvas.

The following table displays how the assessment is mapped onto the learning outcomes.

<table>
<thead>
<tr>
<th>Student learning outcome</th>
<th>Participation: Discussion points</th>
<th>Participation: Leadership</th>
<th>Issue brief</th>
<th>Book Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand poverty in contemporary society, including its definitions and measurement;</td>
<td></td>
<td></td>
<td>x</td>
<td>x</td>
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<tr>
<td>Explain how family structure relates to poverty risk and how poverty shapes family life;</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Distinguish how certain factors such as personal traits, geography, culture, gender, race/ethnicity shape poverty risk;</td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Analyze the causes of poverty; and,</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and critique policies and other interventions that aim to reduce poverty.</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

**Late Assignments:** Assignments are due at the time specified on Canvas. Unless otherwise noted, assignments should be submitted online. Late Assignments are not accepted.
Final Grades:
Each assignment is weighted according to the percentage described above – totaling 100%. Grades will be assigned according to the following:

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-100%</td>
<td>A</td>
</tr>
<tr>
<td>90-93%</td>
<td>A-</td>
</tr>
<tr>
<td>87-89%</td>
<td>B+</td>
</tr>
<tr>
<td>83-86%</td>
<td>B</td>
</tr>
<tr>
<td>80-82%</td>
<td>B-</td>
</tr>
<tr>
<td>77-79%</td>
<td>C+</td>
</tr>
<tr>
<td>73-76%</td>
<td>C</td>
</tr>
<tr>
<td>70-72%</td>
<td>C-</td>
</tr>
<tr>
<td>67-69%</td>
<td>D+</td>
</tr>
<tr>
<td>63-66%</td>
<td>D</td>
</tr>
<tr>
<td>60-62%</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

My Teaching Philosophy
My goal is for students to achieve deep and lasting learning. I aim to create a challenging yet supportive environment where students develop knowledge and applied problem-solving skills to address society's pressing social problems. To accomplish this goal, I subscribe to an inquiry-based model of teaching that assumes students learn best when they take an active role in their learning via critical thinking and questioning. Furthermore, my teaching philosophy assumes authentic learning takes place when students model how they will learn as professionals (the Book Review is a good example of authentic learning).

I teach the course with the assumption that students will be prepared to engage in class lectures, discussion, and group work. I am here to support your learning and understanding of families and poverty. It is my responsibility to give you the tools in class and additional office hours to help you succeed in this course. It is your responsibility to complete the assignments, prepare for class, study, and come to me when you have questions or concerns.

Classroom Climate and Student Success
The assumption upon which Student Conduct regulations are based is that all persons must treat all persons with dignity and respect for scholarship to thrive. In an academic community, students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty have the professional responsibility to treat students with understanding, dignity, and respect; to guide classroom discussion; and to set reasonable limits on the manner in which students express opinions.

DIVERSITY STATEMENT
The College of Public Health and Human Sciences strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

EXPECTATIONS FOR STUDENT CONDUCT
The Student Conduct Code establishes community standards and procedures necessary to maintain and protect an environment conducive to learning, in keeping with the educational objectives of Oregon State University. This code is based on the assumption that all persons must treat one another with dignity and respect in order for scholarship to thrive. For the full Student Conduct Code see http://oregonstate.edu/studentconduct/

Academic or Scholarly Dishonesty is prohibited and considered a serious violation of the Student Conduct Code. It is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student's own efforts or the efforts of another. For
specifics related to offenses proscribed by the University see: http://oregonstate.edu/studentconduct/offenses-0

**RELIGIOUS HOLIDAY STATEMENT**
Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

**STUDENTS WITH DOCUMENTED DISABILITIES**
Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.
Mark your calendars!
DCBS IS HOSTING

Career Fair 2019

Friday, Jan. 18,
10 a.m. – 3 p.m.
Labor & Industries Building, Room 260
350 Winter St. NE, Salem, OR

For more information, bit.do/DCBSfair
Email DCBS.Careers@oregon.gov
Funding, Research and Job Opportunities

Recent Relevant OR Job Opportunities

Legislative Analyst 2
Oregon State Legislature · Salem, Oregon
Be one of the first 6 applicants

Policy Analyst
Oregon House Republican Office · Salem, Oregon

Community Service Officers
University of Oregon · 1585 E. 13th Avenue, Eugene, OR 97403, US
30 alumni

Legislative Analyst 3
Oregon State Legislature · Salem, Oregon
Be one of the first 2 applicants

Regional Program Manager - India
HOLT INTERNATIONAL CHILDREN'S... · Eugene, Oregon, US
Be one of the first 6 applicants

EdTech Curriculum Developer & Coach
Code To The Future · Eugene, Oregon, United States
1 alum
Legislative Analyst 1 - Judiciary Committee
Oregon State Legislature · Salem, Oregon
Be one of the first 5 applicants

AppleCare College Program - University of Oregon
Apple · Eugene, OR, US
Be the first applicant to apply

OREGON HOUSE MAJORITY OFFICE – OUTREACH DIRECTOR
Oregon State Legislature · Salem, Oregon
Be the first applicant to apply

Curriculum Developer (Contractor or Temp to Perm)
Veeva Systems · Eugene, OR, US

Spring 2019 Capital Semester on International Affairs + Public Policy
Academic Internship Program in Washington, DC
www.DCinternships.org/CS
January 16 – May 3, 2019
Special Extended Deadline: December 14
Internship sites are asking us for talented interns to start in mid-January. Don’t wait until the summer - you’re more likely to secure your dream internship during the spring semester! There are fewer college students interning in DC during the spring semester, so many top positions go unfilled. A 15-week internship in our nation’s capital is an invaluable investment in your future.

Our program is committed to helping you network with as many people as possible while you are in DC. We do this with our one on one mentor program, briefings, tours, guest lectures, professional development seminars and more.

The program includes a guaranteed internship placement, 12 academic credit hours and housing in furnished apartments on Capitol Hill.

How to Apply – December 14 Extended Deadline
Visit www.DCinternships.org/CS to start an online account. We will be working closely with students to expedite the application process. Please email Chase Forrester at cforrester@tfas.org or call 202.986.0384 to receive special application instructions and assistance. There is substantial scholarship funding available for qualified students, so do not let cost deter you from applying.

If you have dreamed of what it would be like to live and work in Washington, DC, now is the time to make that dream a reality. Take the first step and apply today!

University Jobs in Political Science – General, and other related areas

ACADEMIC POSITIONS

NEW! - Asst. Professor, Patterson School of Diplomacy and...
University of Kentucky
8W200:Patterson School Of Diplomacy
Lexington, KY, United States
Date Posted: Nov. 20, 2018
https://www.AcademicKeys.com/r?job=116072&o=194373&t=SO181127m-8e

NEW! - Senior Lecturer, Major & Minor HRM and Minor Entre...
RMIT University Vietnam
School of Business and Management
Ho Chi Minh, Vietnam
Date Posted: Nov. 20, 2018
https://www.AcademicKeys.com/r?job=116032&o=194373&t=SO181127m-6e

NEW! - Hispanic Studies and Political Science Librarian
University of Kentucky
88000:LIBRARY ADMINISTRATION
Lexington, KY, United States
Date Posted: Nov. 19, 2018
https://www.AcademicKeys.com/r?job=115950&o=194373&t=SO181127m-8e

NEW! - Asst. Prof. in Community-Engaged Research in Commu...
University of Kentucky
81130:Community & Leadership Development
Lexington, KY, United States
Date Posted: Nov. 16, 2018
https://www.AcademicKeys.com/r?job=115901&o=194373&t=SO181127m-8e
NEW! - Open Rank Tenure-Track or Tenured Faculty Position
University of Iowa
Coll. of Public Health Dept. of Community and Behavioral ...
Iowa City, IA, United States
Date Posted: Nov. 7, 2018

https://www.AcademicKeys.com/r?job=115469&o=194373&t=SO181127m-6e

Interdisciplinary Faculty Positions
Lebanese American University
Multiple
Byblos or Beirut, Lebanon
Date Posted: Oct. 23, 2018

https://www.AcademicKeys.com/r?job=114470&o=194373&t=SO181127m-6e

Assistant Professor of Rural Sociology
Auburn University
Department of Agricultural Economics and Rural Sociology
Auburn, AL, United States
Date Posted: Oct. 21, 2018


Assistant Professor of Global Studies
St. Edward's University
Global Studies
Austin, TX, United States
Date Posted: Oct. 12, 2018

https://www.AcademicKeys.com/r?job=113854&o=194373&t=SO181127m-6e

Assistant Professor in Comparative Politics
University of Kentucky
8E110:Political Science
Lexington, KY, United States
Date Posted: Sep. 25, 2018

https://www.AcademicKeys.com/r?job=112892&o=194373&t=SO181127m-8e

Faculty Positions for Spring / Fall 2019
Habib University
Social Development and Policy Program
Karachi, Pakistan
Date Posted: Sep. 24, 2018

https://www.AcademicKeys.com/r?job=112858&o=194373&t=SO181127m-6e
Faculty Position in Political Science
American University of Sharjah
International Studies Department
Sharjah, United Arab Emirates
Date Posted: Sep. 24, 2018

https://www.AcademicKeys.com/r?job=112813&o=194373&t=SO181127m-6e

Faculty Positions in Humanities and Social Sciences
Indian Institute of Technology Gandhinagar
Humanities and Social Sciences
Gandhinagar, Gujarat, India
Date Posted: Sep. 19, 2018

https://www.AcademicKeys.com/r?job=112578&o=194373&t=SO181127m-6e

Assistant Professor Political Psychology
Michigan State University
Department of Psychology
East Lansing, MI, United States
Date Posted: Sep. 5, 2018

https://www.AcademicKeys.com/r?job=111754&o=194373&t=SO181127m-8e

Adjunct Instructor
University of North Texas
Department of Behavior Analysis
Denton, TX, United States
Date Posted: Aug. 6, 2018

https://www.AcademicKeys.com/r?job=109969&o=194373&t=SO181127m-7e

Adjunct Instructor
University of North Texas
Denton, TX, United States
Date Posted: Aug. 1, 2018

https://www.AcademicKeys.com/r?job=109784&o=194373&t=SO181127m-7e

Adjunct Instructor
University of North Texas
Department of Emergency Management and Disaster Science
Denton, TX, United States
Date Posted: Jun. 21, 2018

https://www.AcademicKeys.com/r?job=109784&o=194373&t=SO181127m-7e
Adjunct Instructor - Career Development
University of North Texas
Department of College
Denton, TX, United States
Date Posted: Apr. 20, 2018

Adjunct Instructor - CAS Internship
University of North Texas
Department of College
Denton, TX, United States
Date Posted: Apr. 20, 2018

Adjunct Instructor
University of North Texas
Department of Political Science
Denton, TX, United States
Date Posted: Apr. 19, 2018

Adjunct Instructor
University of North Texas
International Studies
Denton, TX, United States
Date Posted: Apr. 9, 2018

POST-DOCTORAL POSITIONS

PhD scholarship(s) - Economics with specialization in dis...
Department of Economics
University of Copenhagen (UCPH)
Copenhagen, Denmark
Date Posted: Sep. 20, 2018
Job Title: Associate Director State Relations

Location: OHSU Marquam Hill (Portland, OR)

Department: Government Relations

Salary Range: $73,000 - $85,000

Preferred start date: December 17, 2019

Position Summary:

This position reports to the Director for State Relations. This position will serve as a liaison for OHSU and state government. This position is responsible for a portfolio of OHSU’s state government relations work including but not limited to higher education, research, and health care workforce development. This position will actively find opportunities for OHSU’s faculty, staff and students to help inform public policy and to share with state government the ways in which OHSU is meeting its statewide missions.

In addition, this person will educate elected officials about OHSU’s missions, help develop and analyze policy, develop and implement recommended strategies to support policy and public affairs goals, lobby elected officials, as well as work with internal (OHSU) and external stakeholders. This person will also monitor and engage in regulatory issues, be a representative of the university with external stakeholders, and coordinate events.

The position requires strong interpersonal skills and the ability to develop and maintain positive working relationships with diverse stakeholders and elected officials. The Associate Director regularly interfaces with OHSU leadership, and excellent communication and leadership skills are necessary. The job responsibilities require flexibility, superb organizational skills and a strong commitment to responsiveness, general customer service and follow through. Substantial knowledge and policy analysis skills in Oregon policy including in the areas of higher education and health care workforce policy would be ideal. This position plans and implements special projects as assigned by the Director of State Relations.

Key responsibilities:

• Coordinates with Director on the development and the implementation of OHSU’s legislative agenda and policy priorities in state government. Is responsible for activities that implement the priorities as well as monitoring legislation and policy proposals that may impact OHSU, lobbying legislators and other government officials.
• Maintains a regular and sustainable communications between OHSU and policy makers and internal and external stakeholders that supports strategies to ensure understanding of recent developments at OHSU and the university’s presence across the state.
• Engages in relationship and coalition-building between OHSU and state government, and community partners. Attends meetings of these organizations in concert with OHSU Central Administration.
• Works to understand OHSU’s strengths and proactively seeks out opportunities for OHSU to provide information and leadership on policy issues related to its mission. Drafts legislative testimony, fact sheets and other materials and supports internal stakeholders when testifying, meeting with elected officials or state government. Plans and implements events and special projects as assigned by the Director.
• Monitor and engage in state regulatory issues and rulemaking impacting OHSU or the delivery of its missions.

• Maintain administrative functions for the state team including bill tracking and generating status reports.
Education:

- A Bachelor's degree is required in a relevant field such as Communication or Political Science (or an equivalent combination of relevant experience and education).

Experience:

- Minimum of five years’ experience in either the legislative or executive offices or process.

Skills and Abilities:

- Working knowledge of legislative process with emphasis in health care and/or education.
- Excellent written and verbal communication skills.
- Must be well-organized, flexible and highly motivated. Must be a team player, but able to work independently, using initiative and judgment.
- OHSU is a non-partisan public corporation, and the ideal candidate should be able to work in a non-partisan manner with a number of different constituencies.

Preferred qualifications:

- Experience working in (at least) two Oregon state legislative sessions including one long session is highly preferred.
- Demonstrated experience in lobbying in a bi-partisan environment preferred. Emphasis in higher education or health care workforce policy is preferred.
- Demonstrated experience working with Oregon state government is preferred.

Working conditions:

- During legislative sessions work time is spent almost exclusively in Salem. Unpredictable work hours, including evenings and weekends, are required during the legislative session and other heavy workload periods.
- Occasional overnight trips to OHSU sites and partners around the state.
- Day-to-day non-session work hours are variable Additional Details:

Oregon Health & Science University values a diverse and culturally competent workforce. We are proud of our commitment to being an equal opportunity, affirmative action organization that does not discriminate against applicants on the basis of any protected class status, including disability status and protected veteran status. Individuals with diverse backgrounds and those who promote diversity and a culture of inclusion are encouraged to apply. To request reasonable accommodation contact the Affirmative Action and Equal Opportunity Department at 503-494-5148 or aaeo@ohsu.edu.

This position has been posted online under IRC 76363 at https://www.ohsujobs.com

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National Forest Foundation

2019 Conservation Connect Fellowship Program

Includes Practicum Opportunity with $5,000 Stipend

The National Forest Foundation (NFF) invites masters or doctoral students to apply to the Conservation Connect Fellowship Program, with a practicum in the summer of 2019.
NFF Fellowships aim to build experience, knowledge and skills within the next generation of collaborative and conservation leaders to support each other and advance the field. We are striving to build a cohort of emerging leaders, connecting graduate students who will go on to do important work with communities and public lands in the future!

Benefits of the Conservation Connect Fellowship:

- Match the knowledge you are acquiring through your academic work with practical, hands-on experience
- Expand your personal and professional network
- Contribute directly to collaborative stewardship of our National Forests

Learn more about this opportunity and the application process here. Applications and a letter of recommendation are due Friday, February 8, 2019.

Questions? Contact:
- Karen DiBari at kdibari@nationalforests.org
- Ben Irey at birey@nationalforests.org

Early Career Researchers: Bennett Prospect Public Policy Prize

To all Early Career Researchers,

Bennett Prospect Public Policy Prize

£10,000 | Open for entries until 31 December 2018

The Bennett Prospect Public Policy Prize is awarded by the Bennett Institute for Public Policy at the University of Cambridge. The goal is to encourage early career researchers and policy professionals to explore creative and generative solutions to a pressing public policy question of our age.

2018 Question:

“‘What kinds of policies will enable left behind places to catch-up?’”

Essays of no more than 2,500 words are invited on this topic, or films of no more than 10 minutes, and applicants are encouraged to justify and discuss the kinds of policies – old and new – which might in practice get to grips with the major disadvantages experienced by rural areas, towns and the margins of our cities, and with the underlying causes of the geographically rooted inequalities that are apparent across the western world.
Eligibility:

To be eligible an applicant should be within five years either of having submitted their PhD or of starting work as a public policy professional. Applicants should not be in possession of a tenured academic position.

For more details on how to apply, full prize details and runner up prizes click here:

https://www.bennettinstitute.cam.ac.uk/research/bennett-prospect-public-policy-prize/

You can also read about the prize in Prospect:

https://www.prospectmagazine.co.uk/other/bennett-prospect-public-policy-prize-2018

November 30, 2018

CRIMINAL JUSTICE

County Pretrial Release Programs: Calendar Year 2017, November 2018

Pretrial release programs supervise defendants who have been released from jail while awaiting disposition of their criminal charges. Twenty-nine programs responded to our survey requesting information regarding their 2017 operations. No programs reported receiving state general revenue, with 29 programs receiving county funds. Five programs reported receiving state or federal grants. Eleven pretrial release programs were able to provide a detailed breakdown of defendants’ criminal history information, which varied among programs. For these programs, the percentage of defendants with violent felony criminal histories ranged from 0% to 42%. Programs in 28 counties reported that judges may order defendants to post bond in addition to being supervised by the programs. Programs also reported varying numbers of defendants that failed to appear in court or were arrested while in the programs. Pretrial release programs have generally complied with statutory requirements, as 28 programs reported that they maintained the required weekly register and 28 programs provided OPPAGA with an annual report. Some reporting requirements do not apply to programs that do not make release recommendations. Programs also could not report some criminal history information due to state and federal restrictions.

Source: OPPAGA

2018 Semi-Annual Uniform Crime Reports
This report provides Florida crime volume for the first six months of 2018. Compared to the first six months of 2017, the overall number of crimes known to law enforcement declined by 8.0%. The greatest decline was in the number of burglaries and robberies. For the first half of 2018, there were 545 murders in Florida, a 2.6% increase over the same time-period of 2017. Florida law enforcement officers made 367,121 arrests from January through June 2018, a decline of 2.2%. The report also presents county and municipal data.

Source: Florida Department of Law Enforcement

**Time Served In State Prison, 2016**

The average time served by state prisoners released in 2016, from initial admission to initial release, was 2.6 years, and the median time served was 1.3 years. Persons released from state prison in 2016 served an average of 46% of their maximum sentence length before their initial release. State prisoners initially released in 2016 served an average of 62% of their sentence if they were serving time for rape or sexual assault, and 38% if serving time for drug possession. Persons serving less than one year in state prison represented 40% of first releases in 2016. Persons sentenced for murder or non-negligent manslaughter served an average of 15 years in state prison before their initial release. In 2016, 2,755 prisoners died while awaiting their initial release. Causes of death included natural causes, suicide, homicide, legally imposed execution, and injury resulting in death.

Source: Bureau of Justice Statistics, U.S. Department of Justice

**EDUCATION**

**Gotta Give 'Em Credit: State and District Variation in Credit Recovery Participation Rates**

Credit recovery, or the practice of enabling high school students to retrieve credits from courses that they either failed or failed to complete, is at the crossroads of two big trends in education: the desire to move toward “competency based” education and a push to dramatically boost graduation rates. This report examines whether and where potential misuse of credit recovery may be occurring. The authors found that most high schools have credit recovery programs, although they are far less common in charter schools. In Florida, 74% of high schools have active credit recovery programs. While the presence of credit recovery programs is generally not related to school poverty levels, schools with many minority students are slightly more likely to have active programs. Credit recovery programs are less common in smaller schools. In high schools with active credit recovery programs, an average of 8% of students participate. In the 319 Florida high schools with active credit recovery programs, only 2.2% of students participate. Nearly one in ten schools enrolls 20% or more of its students. Higher enrollment in credit recovery is more common in large and urban schools, as well as in charter schools and schools with higher proportions of poor and minority students.

Source: Thomas B. Fordham Institute

**Cooperative Learning in Middle School: A Means to Improve Peer Relations and Reduce Victimization, Bullying, and Related Outcomes**

Peer victimization is a highly stressful experience that impacts up to a third of all adolescents and can contribute to a variety of negative outcomes, including elevated anxiety, depression, drug use, and delinquency, as well as reduced self-esteem, school attendance, and academic achievement. Current prevention approaches have a mixed record in American schools. The authors tested a different approach which requires teachers to increase opportunities for positive peer interaction through carefully structured, group-based learning activities in school (i.e., cooperative learning). The authors hypothesized that these positive peer interactions would result in reductions in bullying, victimization, perceived stress, and emotional problems, as well as increases in peer relatedness, among more marginalized students. Based on an analysis of a sample of 1,460 7th grade students...
in the Pacific Northwest, the authors found that cooperative learning significantly reduced bullying, victimization, and perceived stress for marginalized students and reduced emotional problems and enhanced relatedness for all students.

Source: American Psychological Association

GOVERNMENT OPERATIONS

Travel Patterns of American Adults with Disabilities

There are 25.5 million Americans age 5 and older who have self-reported travel-limiting disabilities; 13.4 million are age 18 to 64 and 11.2 million are age 65 and older. There are 3.6 million Americans with travel-limiting disabilities who do not leave their homes because they are disabled or housebound. Only one-fifth of people age 18 to 64 work full- or part-time if they have travel-limiting disabilities. This percentage declined from previous years. In contrast, over three-quarters of people without disabilities age 18 to 64 work. Slightly over half of people age 18 to 64 with disabilities live in households with annual household incomes under $25,000 versus 15% of people without disabilities. Over one-fifth of non-workers and 12% of workers age 18 to 64 with disabilities live in zero-vehicle households. Regardless of age, people with disabilities make fewer trips per day on average than people without disabilities. The daily trip rates for people with disabilities and without disabilities has declined over time. Workers with disabilities age 18 to 64 make fewer trips compared for workers without disabilities. This pattern is consistent for non-workers with disabilities compared to non-workers without disabilities. Approximately 70% of respondents with disabilities reduce their day-to-day travel because of their disabilities.

Source: U.S. Department of Transportation

A Research Review of Interventions to Increase the Persistence and Resilience of Coral Reefs

Coral reef declines have been recorded for all major tropical ocean basins since the 1980s, averaging approximately 30-50% reductions in reef cover globally. These losses are a result of numerous problems, including habitat destruction, pollution, overfishing, disease, and climate change. Greenhouse gas emissions and the associated increases in ocean temperature and carbon dioxide concentrations have been implicated in increased reports of coral bleaching, disease outbreaks, and ocean acidification. For the hundreds of millions of people who depend on reefs for food or livelihoods, the thousands of communities that depend on reefs for wave protection, the people whose cultural practices are tied to reef resources, and the many economies that depend on reefs for fisheries or tourism, the health and maintenance of this major global ecosystem is crucial.

Source: National Academies of Sciences, Engineering, and Medicine

HEALTH AND HUMAN SERVICES

Mortality in the United States, 2017

Life expectancy for the U.S. population declined to 78.6 years in 2017. The age-adjusted death rate increased by 0.4% from 728.8 deaths per 100,000 standard population in 2016 to 731.9 in 2017. Age-specific death rates increased from 2016 to 2017 for age groups 25–34, 35–44, and 85 and over, and decreased for the age group 45–54. The 10 leading causes of death in 2017 remained the same as in 2016. The infant mortality rate of 579.3
infant deaths per 100,000 live births in 2017 was not significantly different from the 2016 rate. The 10 leading causes of infant death in 2017 remained the same as in 2016 although 4 causes changed ranks.

Source: National Center for Health Statistics

**Medical Debt and Subprime Borrowing**

This brief presents findings on the relationship between medical debt and subprime loan use from the Subprime Lending Data Exploration project. Using data from three sources — administrative data provided by subprime lenders as well as a survey and in-depth interviews with borrowers — the study explores the range of backgrounds and experiences among individuals who use subprime loans and the specific needs that drive borrowing. Medical debt is one of the main themes that emerged from the survey and in-depth interviews. Many individuals reported having such debt, either because they were uninsured for a period of time or because they had insurance that did not cover their expenses. These individuals used subprime loans to help cover medical costs or to cover regular expenses that may have originated from a health-related emergency. The findings suggest that the continuity and quality of health coverage are important factors in financial health and the use of subprime loans.

Source: MDRC

**GRADUATE STUDENT POSITION**

OPPAGA is currently accepting applications for Graduate Student Positions. OPPAGA is an ideal setting for gaining hands-on experience in policy analysis and working on a wide range of issues of interest to the Florida Legislature. OPPAGA provides an opportunity to work in a legislative policy research offices with a highly qualified, multidisciplinary staff that includes public administrators, social scientists, accountants, MBA graduates, and others. For more information on application requirements, click [here](#).

**EMPLOYMENT OPPORTUNITY**

OPPAGA is currently seeking applications for Legislative Policy Analysts and Senior Legislative Analysts. For more information on application requirements, click [here](#).

**GOVERNMENT PROGRAM SUMMARIES (GPS)**

[www.oppaga.state.fl.us/government/](http://www.oppaga.state.fl.us/government/)

Government Program Summaries (GPS) is a free resource for legislators and the public that provides descriptive information on over 200 state government programs. To provide fiscal data, GPS links to Transparency Florida, the Legislature's website that includes continually updated information on the state's operating budget and daily expenditures by state agencies.

**POLICYNOTES**

A publication of the Florida Legislature's Office of Program Policy Analysis And Government Accountability *PolicyNotes*, published every Friday, features reports, articles, and websites with timely information of interest to policymakers and researchers. Any opinions, findings, conclusions, or recommendations expressed by third parties as reported in this publication are those of the author(s) and do not necessarily reflect OPPAGA's views. Permission is granted to make and distribute verbatim copies of *PolicyNotes* provided that this section is preserved on all copies.
Office of the Director

The Congressional Budget Office is a small nonpartisan agency that provides economic and budgetary analysis to the Congress. The Office of Communications seeks an intern with a strong work ethic to assist with the agency’s media relations and public affairs.

The successful candidate will report to the Associate Director for Communications and will serve as a key member of the communications team. Duties include responding to phone and email inquiries from the media and the public on a wide range of topics, preparing for and attending Congressional hearings, coordinating meetings with outside groups and international visitors, and working on other communications projects and planning as needed.

Previous communications interns have served a frontline role representing CBO and have interacted routinely with staff in every area of the agency.

Qualifications
Candidates must be working toward a master’s degree, preferably in mass communications, journalism, public policy, or a related field and should have a strong focus on and interest in government or political science.

Candidates must thrive in a fast-paced environment and be able to effectively handle multiple tasks and complete projects under tight deadlines. Strong written and oral communications skills and the ability to work independently and as part of a team are required. Previous experience in journalism or media relations is desired, and familiarity with and interest in social media would be a plus.

Salary and Benefits
The hourly rate ranges from $17 to $24 and will be commensurate with educational attainment and related experience. This is a temporary position that is expected to last throughout the spring semester. The selected candidate would be expected to work a 24 hour week, but an alternate schedule may be considered. Housing and relocation expenses are not provided, but CBO’s interns are eligible for a local transportation subsidy of up to $260 per month.

How to Apply
Please submit a cover letter, résumé, unofficial transcripts, list of coursework for the spring semester and contact information for two references at www.cbo.gov/careers. First-year graduate students must also submit unofficial undergraduate transcripts. Only complete applications will be considered. Although there is no application deadline, CBO may close this position any time after December 21, 2018 after receiving a sufficient number of applications from qualified candidates.

This position is covered by the Veterans Employment Opportunities Act of 1998 as made applicable to CBO by the Congressional Accountability Act, as amended.

Contact
Kristi Levoy, Washington, DC, 202-226-2628, careers@cbo.gov
**ORGANIZATION INTRODUCTION**  
Connecting Research to Development (CRD) is a consultancy firm specialized in research and development with a focus on public health, youth, legal rights and human rights.

**DESCRIPTION OF DUTIES**

- Identify, monitor and evaluate policy issues within the Middle East and North Africa (MENA) region and formulate policy responses and/or develop information resources and new policy positions in light of these.
- Develop work programmes and undertake projects to explore social and/or health policy issues as agreed with the senior management at CRD.
- Lead the preparation and writing of evidence-based policy materials and policy recommendations using research and data analysis, taking into account multiple audiences.
- Write research and data analysis summary briefs and other communications materials related to managed projects.
- Manage and work on multiple projects, work within tight deadlines, and prioritize work as necessary.
- Where requested, prepare for and attend meetings related to the managed projects.
- Build rapport and working partnerships with relevant agencies of managed projects.
- Perform other duties as assigned.

**REQUIRED QUALIFICATIONS**

- Graduate or post-graduate degree in Public Policy or related field.
- At least 5 years’ relevant professional experience in a similar function within the MENA region.
- Detailed understanding of the policy environment, political institutions and process of government in the MENA region.
- Proof of written products for both narrow and broad audiences, demonstrating the ability to gather and research information from different sources, to interpret and analyze complex and technical data to inform policy.
- Proven ability to present and explain policy positions to external audiences.
- Strong organization skills and attention to detail.
- Experience of developing and managing own projects.
- Experience in handling statistics and qualitative research findings.
- Excellent written and verbal communication skills.
- Fluency in English and Arabic, French is a plus.

Interested applicants must send a CV and proof of writing skills to the email address recruitment@crdeconsultancy.org with the subject heading indicating the position title “Policy Officer”.

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**Job Title**

Policy Officer

**Grade**

Senior Level

**Contract Duration**

1 year - renewable upon satisfaction

**Deadline for Application**

December 29, 2018

**Duty Station**

Connecting Research to Development, B115 Building, 8th Floor, Bouchrieh, Lebanon P.O.Box 50-540
Upcoming Workshops and Campus Happenings

5th annual Duck Family Graduate Workshop on Environmental Politics and Governance
Center for Environmental Politics
University of Washington, Seattle
May 15-17, 2019

On May 15-17, 2019, UW’s Center for Environmental Politics will organize the 5th annual Duck Family Graduate Workshop for doctoral students working in the area of environmental politics and governance (EPG). This follows on the highly successful graduate workshops that the Center hosted in previous years:


The EPG Grad workshop provides a venue for doctoral students to present their work, receive feedback, and network with others working on similar issues. We will invite select faculty from the University of Washington to serve as resource persons.

Objective:

Why the workshop? Understanding the governance and political aspects of environmental issues is critical for addressing the gamut of environmental challenges. The politics of governance perhaps has become an even more critical factor in the changed political milieu. The multi-disciplinary nature of EPG research often makes it hard to share ideas, concepts, and research methods across relevant disciplines. We hope the annual Duck Family Graduate Workshop will help overcome these barriers and provide a multi-disciplinary venue for doctoral students to become active participants in the community of EPG scholars.

Expenses:

There are no workshop fees and the Center will pay for local expenses, namely each participant’s food and shared hotel lodging (with two participants per room) for three nights, May 15, 16, and 17.

Participants are responsible for travel expenses.

Application Logistics:
This workshop will be most useful for doctoral students who have made substantial progress in their graduate studies: that is, they are able to present a fully developed paper. Applicants need to submit:

- an abstract (about 800 – 1,000 words) of a paper to be emailed to Hanjie Wang <hjwang@uw.edu>.

- a letter of support from their graduate advisor to be emailed to Hanjie Wang <hjwang@uw.edu>.

**The deadline for submission is February 15, 2019.**

**Timeline:**

- February 15-27, 2019: Center faculty evaluate the proposals.

- March 1, 2019: Participants are formally invited.

- May 5, 2019: Participants email their papers to Hanjie Wang <hjwang@uw.edu>

- Wednesday, May 15, 2019: Participants arrive; a plenary session in the Walker-Ames Room, Kane Hall, Welcome dinner.

- Thursday, May 16, 2019: Full day Workshop in the Petersen Room (Allen Library, University of Washington, Seattle) followed by dinner

- Friday, May 17, 2019: Full day Workshop in the Petersen Room (Allen Library, University of Washington, Seattle) followed by dinner

- Saturday, May 18, 2019: Departure.

The Center for Environmental Politics is excited to organize this unique event focused on furthering graduate training and education. Should you have any questions, feel free to email Aseem Prakash; aseem@uw.edu.