UNIVERSITY OF RHODE ISLAND
Position Description

TITLE: Specialist I/II, Education & Social Policy & Programs

DIVISION: Academic Affairs (National Center for Public Education & Social Policy)

REPORTS TO: Director/Principal Investigator

GRADE: 10/12

SUPERVISES: May supervise support staff

BASIC FUNCTION:

Work with schools, local, state and national social service and policy agencies, and the general public in the provision of training and technical assistance in appropriate areas; coordinate/participate in the conduct of applied evaluation activities including data collection, coordination, and analysis; develop training materials; engage in proposal and report writing for funding agencies and appropriate collaborating audiences.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Develop and provide training initiatives, including necessary materials and products relating to educational school change and reform, social policy and program initiatives.

Using design, layout, and content development software, may produce or work with those who produce desk-top publications material, data-analysis and data organization, compiling and reporting.

In the aforementioned areas, provide training and telephone/on-site consultation, data collection, and program development and project management with particular attention to timelines, accuracy and dependability.

Schedule and coordinate/execute data collection efforts, telephone and in-person interviews, and participate in the development of applied research products, reports, and proposals for such applied, quantitative and qualitative research.

Coordinate appropriate program work and documentation as assigned by the Director and other senior project staff, and
Assist in completion of all required program reports.
Implement/manage grant objectives.

As determined by experience and ability, may be primarily involved in the analysis of educational and social policy initiatives, creating written briefs on the results of such analyses, working closely with policy makers and other appropriate stakeholders in the transfer of the results of such efforts to applications.

As determined by experience and ability, may be primarily involved in the development of materials for professional and public audiences related to large-scale initiatives on school reform and social policy initiatives relating to children and families, including: create newsletters, reports, press releases, papers for lay audiences, and other written materials concerning school reform, child/family focused social policy, and human services initiatives; integrate quantitative and qualitative evaluation and research data into presentation for diverse audiences.

As determined by the Director, may be primarily involved in assisting the Director in an administrative support role for the Center or University entities associated with the Center.

OTHER DUTIES AND RESPONSIBILITIES:

Develop and coordinate training sessions and conferences at multi-state sites.

Assist with the planning and development of funded projects.

LICENSES, TOOLS AND EQUIPMENT:

Personal computers, printers and word processing, database management and spreadsheet software, graphic software and reporting, presentation development and software.

ENVIRONMENTAL CONDITIONS:

The incumbent is not substantially exposed to adverse environmental conditions.

QUALIFICATIONS:

For appointment at Specialist I level: bachelor's degree in sociology, psychology, education, library science, other social sciences, computer systems related field and/or organization, behavior and change related fields and five years of relevant experience or master's degree in previously listed fields and one year relevant experience required. For appointment at Specialist II level: master's degree in relevant field plus three years of relevant experience OR a
bachelor's
degree in relevant field plus eight years of significant relevant experience required. Experience at both levels must include: demonstrated accomplishment and skills and substantial experience in the development of training materials, as well as successful experience conducting training or professional development with American public schools or social policy organizations and human service youth agencies. Must possess strong interpersonal skills, and training and collaborative skills relating to a wide variety of partners and audiences. Also required are demonstrated excellence in verbal and written communication skills, particularly in the area of quantitative educational assessment and reform. Must be comfortable with and demonstrate strong support skills in the interpretation and writing of quantitative data and research literature to varied audiences. Must be able to work under tight deadlines. The following are required: strong facilitation and organizational skills or strong graphical and social science statistical/research skills. Experience working with culturally diverse populations preferred. Some positions may require state and national travel.

ALL REQUIREMENTS ARE SUBJECT TO POSSIBLE MODIFICATION TO REASONABLY ACCOMMODATE INDIVIDUALS WITH DISABILITIES.