University of Maryland
4 Job Postings For June 2015
# Science Research Competitiveness Internship
American Association for the Advancement of Science (AAAS)

**Position Type:** Summer Internship  
**Desired Major(s):** Computer, Mathematical, and Natural Sciences, Engineering  
**Location:** Washington, District of Columbia (United States)

**Description:** The American Association for the Advancement of Science (AAAS) seeks a summer 2015 intern with an interest in scientific peer review and research evaluation to support the functions of the Research Competitiveness Program (RCP), which is housed within the AAAS Center of Science, Policy & Society Programs. RCP provides expert advice to those investing in, supporting, and managing activities in science and technology around the world. RCP staff assembles and leads carefully-tailored teams of scientists, engineers, policy makers, and innovators to provide expert peer review and guidance to clients through the institutional and programmatic peer review, proposal peer review, science and technology impact analysis, and science and policy presentations and publications.

The Science Research Competitiveness Intern will work closely with RCP staff to help assess the state-of-the-art of scientific proposal peer review and STEM program evaluation and contribute to a comparative study of peer review approaches. The primary objective of the internship will be to support the activities of the RCP Business Development Working Group. The internship will be structured to provide hands-on learning opportunities, including exposure to processes and practices used to evaluate scientific proposals and STEM research institutions and programs, and business considerations related to fee-for-service activities within a non-profit environment.

**Major Duties and Responsibilities:**

- Researches, writes, and edits a report summarizing the state-of-the-art of scientific programmatic and proposal peer review strategies to include examples of peer review practices across STEM fields and industry sectors, and recommendations for distinguishing RCP activities
- Supports RCP staff in analyses of the practice of peer review across science and technology fields and industry sectors (e.g., federal, state, non-profit, industry)
- Contributes to on-going RCP activities by supporting RCP staff in assessing potential applications of peer review strategies, assisting in the development of the Business Development Working Group meeting agendas and documents, editing RCP SharePoint (website) content, and development of the applications of Working Group outcomes
- Reports on program activities and writes and edits program materials

**Minimum Qualifications:**

- Extensive university or college-level training leading to a Bachelor's degree or completion of junior year of college-level or university undergraduate studies
- Strong interest and preferably experience in STEM research
- Strong written and oral communication skills
- Scientific background preferred, experience in business and entrepreneurship activities a plus

<table>
<thead>
<tr>
<th><strong>Job Function:</strong></th>
<th>Research, Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Desired Class Level(s):</strong></td>
<td>Junior, Senior, Masters Candidate</td>
</tr>
<tr>
<td><strong>Salary Level:</strong></td>
<td>Competitive hourly wage</td>
</tr>
</tbody>
</table>
Fall 2015 Research Assistant Internship Openings
Woodrow Wilson International Center for Scholars

**Position Type:** Internship (Fall or Spring Part-Time)

**Location:** Washington, District of Columbia (United States)

**Description:** The Woodrow Wilson International Center for Scholars is seeking an upper-level undergraduate or graduate student interested in being a part-time (12-15 hours/week) research assistant with a visiting scholar from September to December 2015:

Margarita Balmaceda, Professor, Seton Hall University. “Chains of Value, Chains of Power: Russian Energy, Value Chains and the Remaking of Social Relations from Vladivostok to Brussels.”

Thomas Berger, Associate Professor, Boston University. “A Sea of Troubles: US Grand Strategy in East Asia and Japan's Disputes over History and Territory.” (Japanese)

Kent Eaton, Professor of Politics, University of California, Santa Cruz. “Right Reactions to the Left Turn in Latin America.” (Spanish)

Michelle Egan, Associate Professor, American University. “TTIP as Transatlantic Pivot: Strategic and Domestic sources of Legitimacy, Credibility, and Compliance.”


Igor Fedyukin, Director, Center for History Sources, Higher School of Economics. “Technocrats and the "Vertical of Power": Reforming Education and science in Russia in 2000-2014.”

Farhat Haq, Professor, Monmouth College. “Sacralizing the State: Islam and Democracy in Pakistan.” (Urdu)

Jamie Horsley, Executive Director, Senior Research Scholar, China Law Center, Yale Law School. “Rule of Law and Open Governance Reforms in China: Implications for China, U.S.-China Relations and International Relations.” (Mandarin Chinese)

Adrienne LeBas, Professor, American University. “The Organizational Roots of Electoral Violence in Africa.” (French)

Abdelfattah Mady, Associate Professor, Alexandria University. “Strategies of Civilian Control of the Armed Forces: A Comparative Study.”


Daniel Neep, Assistant Professor, Georgetown University. “Transformations of Space and State: The Making of Modern Syria.” (Arabic or French)

Elisabeth Röhrlich, Researcher and Lecturer, University of Vienna. “Global Nuclear Governance: Perspectives from the pre-NPT History of the IAEA.”

Fatima Sadiqi, Senior Professor of Linguistics & Gender Studies, Sidi Mohamed Ben Abdellah University, Fez, Morocco. “Jihadism and the Escalation of Violence Against Women and Girls. Towards a Formulation of Policies Combating Gender-based Violence in the Middle East and North Africa (MENA) Region.”

Elizabeth Thompson, Professor of History, University of Virginia. “After Lawrence: Woodrow Wilson and the Broken Promise of Arab Liberalism after World War I.” (Arabic, German, or French)

Yue Zhang, Associate Professor, University of Illinois, Chicago. “Informal Urbanization: The Making and Governance of Megacities in China, India, and Brazil.” (Portuguese or Chinese)

Vladislav Zubok, Professor of International History, London School of Economics. “1991, Russia destroys the Soviet Union.”

Research tasks would include online database research; checking references; proofreading/editing; critiquing; summarizing scholarly texts; compiling bibliographies; and locating inter-library loan materials.

Ideal qualifications would include having a background in International Relations, Political Science, or Sociology. Having Arabic, Russian, Chinese, Burmese, Japanese, Spanish, French, or Urdu language skills (reading) would be a plus, but is not required.

A modest monthly stipend may be available if the student is not receiving academic credit for the internship. International
students are eligible, but they must hold a valid F-1 or J-1 visa with the proper work authorization.

Interested students or recent graduates may send their applications to:
♦ Resume (including relevant coursework and references)
♦ Cover Letter (indicating schedule/availability and academic interests)
♦ Short Writing Sample (including bibliography)
♦ Transcripts (unofficial copies are acceptable)

Ms. Krishna Aniel
Intern Coordinator & Education Program Specialist
The Woodrow Wilson International Center for Scholars
One Woodrow Wilson Plaza
1300 Pennsylvania Avenue N.W.
Washington, D.C. 20004-3027

Fax: (202) 691-4001
Email: internships@wilsoncenter.org

Applications will be accepted until July 1, 2015. However, applying early is encouraged because this position is only open until filled. The Wilson Center is an equal opportunity employer and follows equal opportunity employment guidelines in the selection of its interns.

<table>
<thead>
<tr>
<th>Job Function:</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duration:</td>
<td>3-4 months</td>
</tr>
<tr>
<td>Approximate Hours Per Week:</td>
<td>12-15</td>
</tr>
</tbody>
</table>
| Qualifications: | Applicants must have at least a cumulative GPA of 3.0 (on a 4.0 scale) or equivalent from a non-U.S. institution. Furthermore, applicants must be current students, recent graduates (within one calendar year), and/or have been accepted to enter an advanced degree program (within the next year). Non-degree seeking students are ineligible. Most interns are at least seniors in the undergraduate level, though strongly qualified juniors (at the time of application) will be considered. Graduate students are also eligible to apply.

International students are eligible, but they must hold a valid F-1 or J-1 visa and appropriate work authorization especially if they are receiving compensation for the internships. |
**CEA Internship Opportunities**  
**Council of Economic Advisers**

<table>
<thead>
<tr>
<th><strong>Position Type:</strong></th>
<th>Internship (Fall or Spring Part-Time)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Desired Major(s):</strong></td>
<td>All Majors</td>
</tr>
<tr>
<td><strong>Location:</strong></td>
<td>Washington, District of Columbia (United States)</td>
</tr>
</tbody>
</table>
| **Description:** | The President’s Council of Economic Advisers (CEA) in Washington, D.C. offers full- and part-time internships during spring and fall semesters, and full-time internships during the summer. Interns at the CEA are responsible for assisting the staff in researching a wide range of macroeconomic, microeconomic, and international issues, providing assistance in making charts and analyzing data. Administrative duties to support the work of the Council are also involved.  
The President's Council of Economic Advisers provides the President with objective economic analysis and advice on the development and implementation of a wide range of domestic and international economic policy issues. The Council has a Chair and two Members, who are Senate-confirmed Presidential Appointees. The staff of the Council consists of Senior and Junior Economists, Analysts, Research Assistants, and a statistical and administrative staff.  
Applicants for the Intern positions should be graduate students or full-time undergraduates with some economic coursework to their credit and have good writing and analytical skills. |
| **Job Function:** | Administrative/Support Services, Communication |
| **Desired Class Level(s):** | Sophomore, Junior, Senior, Masters Candidate |
Policy Research Intern
National Council of Teachers of English

Position Type: Internship (Fall or Spring Part-Time)

Location: Washington, District of Columbia (United States)

Description: Classification: Temporary 15-25 hours weekly with a 10-15 week commitment

Reports to: Director of Policy Research & Development

Summary of Responsibilities

The intern will contribute to the NCTE's policy-relevant research, conducted through the Squire Office, Williamson Center for Policy and Advocacy, and National Center for Literacy Education (NCLE). The intern will:

• Collaborate with Squire Fellows at University of Michigan and the director of policy research and development on primary and second policy research related to new approaches to assessment for accountability that move beyond the limitations of standardized tests.
• Work with communications and policy staff to design research publications and disseminate results to multiple audiences
• Work with the director of policy research and development, NCTE consultants, and NCLE stakeholders on a NCLE-sponsored multiple case study on the district level organizational conditions that impact the success and sustainability of literacy education capacity building initiatives at the school level.
• Assist DC Office staff with policy events, publications, and communications as needed.

Core Position Requirements

• Training and experience in educational research methods, such as researching and preparing literature reviews; conducting and coding the transcripts of interviews; and conducting content analysis of policy documents
• Aptitude to learn new research methods and content matter quickly
• Ability to write in multiple genres and modalities, for multiple audiences such as policy maker, practitioners, and researchers

Preferred Prior Knowledge and Skills for this Position

• Enrolled in a graduate program in English, Education, Public Policy, or a similar field
• Familiarity with research-based practices in professional learning and/or comprehensive literacy education
• Familiarity with school district leadership structures and processes
• Experience with new and emerging online communications and collaboration tools and techniques, including social media
• Interest in educational policy at federal, state, and local levels

<table>
<thead>
<tr>
<th>Job Function:</th>
<th>Communication, Education/Teaching, Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approximate Hours Per Week:</td>
<td>15-25</td>
</tr>
</tbody>
</table>
| Qualifications: | Enrolled in a graduate program in English, Education, Public Policy, or a similar field
| | • Familiarity with research-based practices in professional learning and/or comprehensive literacy education
| | • Familiarity with school district leadership structures and processes
| | • Experience with new and emerging online communications and collaboration tools and techniques, including social media
| | • Interest in educational policy at federal, state, and local levels |