



Fall 2019
Graduate Research Assistant (GRA) Position
Child and Adolescent Policy Research Institute (CAPRI)
The University of Texas at San Antonio



Position Summary

The Innovative and Inclusive STEM Education Research and Evaluation Lab (iSTEM) at the Child and Adolescent Policy Research Institute (CAPRI) invites applicants for two Graduate Research Assistant (GRA) positions. The two GRAs will work on research projects aimed at understanding and improving students' achievement, motivations, and participation in STEM, especially among underserved and underrepresented groups. The ideal candidates would have (a) interests in STEM education and workforce, educational psychology/sociology, and equity/diversity/inclusion issues, and (b) experience in conducting quantitative, qualitative, or mixed methods studies (e.g., analyzing data with computing software, developing survey instruments, conducting interviews/focus groups, or coding qualitative data).

Salary and Benefits

These two GRA positions could be **10-** or **19-hour** workweek appointments that can start as early as in **November 1st, 2019**, with an hourly rate of \$14-\$20, depending on skills and experience. In addition to receiving a salary, GRAs will potentially be co-authoring conference and journal articles, and be financially supported for their professional development activities. , These GRA positions have the potential to continue for the following semesters and school years.

Applications

Candidates should email a brief letter indicating their background and experience, a CV or resume, and a writing sample (published or unpublished) to directly to Dr. Guan Saw at guan.saw@utsa.edu. Applications are accepted until positions are filled.

Grant Funded Projects

- Project 1: "Developing and validating STEM social capital scales" funded by the National Science Foundation (NSF; 2019-2021)
- Project 2: "How in- and out-of-school STEM learning opportunities affect and STEM college outcomes" funded by the American Educational Research Association (AERA; 2018-2020)
- Project 3: "Prefreshman Engineering Program (PREP) and student STEM academic and motivational factors" funded by the UTSA VPREDKE (2018-2019)

Related Publications

- Saw, G. K. (in press). The impact of inclusive STEM high schools on student outcomes: A statewide longitudinal evaluation of Texas STEM academies. *International Journal of Science and Mathematics Education*.
- Saw, G. K., Swagerty, B., Brewington, S., Chang, C.-N., & Culbertson, R. (2019). Out-of-school time STEM program: Students' attitudes toward and career interests in mathematics and science. *International Journal of Evaluation and Research in Education*, 8(2), 356-362.
- Saw, G. K., Chang, C.-N., & Chan, H.-Y. (2018). Cross-sectional and longitudinal disparities in STEM career aspirations at the intersection of gender, race/ethnicity, and socioeconomic status. *Educational Researcher*, 47(8), 525-532.
- Saw, G. K., & Chang, C.-N. (2018). Cross-lagged models of mathematics achievement and motivational factors among Hispanic and non-Hispanic high school students. *Hispanic Journal of Behavioral Sciences*, 40(2), 240-256.