

# Michael J. Zenz

mjzenz@gmail.com | Madison, WI

## EDUCATION

### UNIVERSITY OF MARYLAND

#### PHD IN PHILOSOPHY

with certificate from Committee on Philosophy, Politics, & Public Policy  
May 2015 | College Park, MD

Dissertation: "Political Representation, Public Opinion, and Democratic Choice."  
GPA: 4.0

### UNIVERSITY OF WISCONSIN - MADISON

#### BA IN PSYCHOLOGY, PHILOSOPHY

May 2007 | Madison, WI

GPA: 3.98

## TECHNOLOGY

Proficient:

R • SQL • Tableau • Toad • git  
L<sup>A</sup>T<sub>E</sub>X typesetting • Microsoft Office

Some Experience:

SPSS • Stata • Matlab  
HTML • C++ • Java

## CONF. & TALKS

### SOFTWARE CONFERENCES

Tableau: October 2018 & 2019

R-Studio: January 2020

### BAYREUTH PPE RESEARCH FORUM

May 23, 2017 | Bayreuth, Germany

"Can an election be too fair?"

### CENTER FOR MATHEMATICAL PHIL.

May 22, 2017 | Munich, Germany

"Proportionality and electoral districts."

### FORMAL ETHICS CONFERENCE

Erasmus University

May 31, 2014 | Rotterdam, Netherlands

"Reason-based preferences and deliberative democracy."

### DECISION, GAMES, AND LOGIC

KTH Stockholm

Jun. 18, 2013 | Stockholm, Sweden

"Stochastic preferences and interpersonal comparability."

### SOCIETY FOR NEUROSCIENCE

Nov. 5, 2007 | San Diego, CA

"Masking mediates, but is not fully responsible for, the Fröhlich Effect."

## EXPERIENCE

### POLICY AND PLANNING ANALYST

ACADEMIC INFORMATION MANAGEMENT, COLLEGE OF LETTERS & SCIENCE

UNIVERSITY OF WISCONSIN - MADISON

July 2017 - Present | Madison, WI

#### Analysis

- Conducted predictive and inferential statistical analyses (regression, hypothesis testing, etc.) at the request of academic departments, faculty committees, and College administration, primarily using R and SQL queries to campus databases. Examples include:
  - Predicted likely effects of course prerequisite and major entrance requirement changes on student success and equitable student access.
  - Developed and implemented a measurement of curricular overlap between majors.
  - Explained possible sources of course grade gaps between minority and non-minority students.
- Planning Analysis
  - Informed enrollment management by tracking open seats for all undergraduate courses and predicting first-year student course demand using data from the University's undergraduate application.
  - Evaluated the curricular efficiency of majors, demand, patterns of student success, and typical curricular pathways to inform College program reviews and policies.
  - Predicted the likely impacts of expected policy and curricular changes on major and course demand.

#### Data Reporting and Governance

- Developed Tableau self-service data visualizations of major coursework patterns, curricular exceptions, and degree clearance deficiencies using DARS degree audit data.
- Served as a College representative on University Chief Data Officer's business intelligence committee and the campus data documentation subcommittee.
- In accordance with campus data governance policies and best practices, produced reports and provided data in response to ad-hoc requests from academic departments and College administration.

#### Operations Support

- Created an automated system to read degree audit data, determine students' degree completion statuses, and produce reports necessary to communicate these to the Registrar, students, and advisors.
- In collaboration with campus DBAs, planned and tested a new campus data warehouse for the campus degree audit system (DARS). This facilitated the development of the first Tableau visualizations on campus of student curricular patterns, progress within their degree requirements, and curricular exceptions.
- Produced automated daily reports of projected and actual student yield and course enrollments during SOAR. An overall enrollment report was provided to College administrators and individualized reports were provided to any College Department that requested it.

## EXPERIENCE (CONTINUED)

### **PHILOSOPHY, POLITICS, ECONOMICS, AND LAW POSTDOCTORAL FELLOW**

**PEEL PROGRAM, UNIVERSITY OF ARIZONA**

Aug. 2016 – May 2017 | Tucson, AZ

- Analyzed public policy problems, such as legislative redistricting and public opinion measurement, primarily using formal and statistical models.
  - Wrote research papers, collaborated with other researchers, and engaged in the peer-review process.
  - Presented research to a variety of audiences, used slides and figures with  $\LaTeX$  typesetting and Powerpoint to convey technical and quantitative information.
- Taught one undergraduate course per semester, focused on topics in economics and formal political science.
- Selected and hosted outside speakers, and managed budget.

### **ADJUNCT INSTRUCTOR**

**EDGEWOOD COLLEGE, MADISON COLLEGE, AND CARROLL UNIVERSITY**

Aug. 2015 – Jul. 2016 | Madison and Waukesha, WI

- Taught a total of 10 courses, primarily in ethics, political philosophy, and logic.

### **TEACHING ASSISTANT AND GRADUATE STUDENT**

**DEPARTMENT OF PHILOSOPHY, UNIVERSITY OF MARYLAND**

Aug. 2009 – May 2015 | College Park, MD

- Developed a statistical model of public opinion, which served a central role in my dissertation. It examined the role public opinion should play in decisions by legislators, and how it might be measured. Used Excel and  $\LaTeX$  for the analysis of models and the creation of figures.
- During interdisciplinary coursework, used Stata to conduct linear regression analyses of survey data and conducted foot-traffic analyses of public parks.
- Independently instructed 5 courses, primarily in political philosophy, and assisted in instructing 6 courses.
- Coordinated graduate student colloquium, was a representative to the Philosophy Faculty, a member of the department Graduate Affairs Committee, and a member of the Dean's Graduate Affairs Committee.

### **ASSOCIATE RESEARCH SPECIALIST**

**DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF WISCONSIN – MADISON**

Aug. 2007 – Jul. 2009 (began as intern Jan. 2006) | Madison, WI

- Designed and executed numerous experiments in a visual perception lab, both as a part of a team and independently.
- Managed lab staff, student interns, and human subjects: formulated schedules, discussed research, and assigned tasks.
- Created, tested, and adjusted computer stimuli using C++ and a proprietary computer stimuli software package.
- Analyzed data using SPSS and Excel. Created data analysis procedures to be implemented by lab staff.
- Created visual representations of statistical analyses using SPSS and Excel, interpreted analyses, and wrote research papers and posters explaining findings.