**Opportunity: Office of Assessment at the University of Iowa**

### POSITION OVERVIEW

<table>
<thead>
<tr>
<th>Department:</th>
<th>Office of Assessment, Office of the Provost</th>
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<tbody>
<tr>
<td>University Classification:</td>
<td>Senior Business Intelligence</td>
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<td>Analyst</td>
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<tr>
<td>UI Job Code:</td>
<td>PIX2</td>
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<tr>
<td>Pay Level:</td>
<td>4A</td>
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<tr>
<td>Working Title:</td>
<td>Assistant Director, Institutional Research and Assessment</td>
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<tr>
<td>Percent Time:</td>
<td>100% (40hrs/wk.)</td>
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<tr>
<td>Position Type:</td>
<td>Regular P&amp;S, Ongoing</td>
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<tr>
<td>Administrative Supervisor:</td>
<td>☐ Yes ☒ No</td>
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<td>Reports to:</td>
<td>Director, Assessment</td>
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<tr>
<td>Compensation:</td>
<td>$64,000-$70,000 anticipated hiring annual salary range; Competitive benefits</td>
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<td>Schedule:</td>
<td>Primarily on campus with ad hoc flexibility, subject to training, policy, and performance.</td>
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### POSITION SUMMARY

In this role you support the Office of the Provost and other university leadership in their efforts to obtain and utilize institution-level data to help assess and improve colleges, divisions, departments, and programs.

### WHAT YOU DO

**Business Requirements and Analysis**
- Coordinate efforts to analyze and report university data for the Provost’s Office and campus partners.
- Facilitate collaboration and coordination among campus data providers (central, academic units, and student support offices) and academic users of university data.
- Provide central support to help departments articulate data needs, identify and contextualize available data, carry out their own analyses, and develop their systems for interpreting and using data.
- Provide oversight for dissemination, analysis, and appropriate use of survey data collected by the Provost’s Office; manage data sharing agreements, secure data sharing, and ongoing communication with approved users.

**Reporting and Visualization (front end)**
- Design and implement strategies for compiling or collecting data to address new or unique questions that are not already addressed by existing institutional reports.
- Contribute to national data collection projects, collaborating as needed with other institutions; adapt solutions developed at UI for wider use, represent UI on cross-institutional committees.

**Architecture (back end)**
- Maintain data security for personally identifiable information in compliance with federal regulations and university policies.
- Serve as a trusted broker to anonymize data and facilitate analyses of confidential data in collaboration with the Registrar, Financial Aid, and regulatory offices such as the IRB.

**Statistical and Mathematical Modeling**
- Conduct and report analyses of institutional data using appropriate methodologies and relevant software (e.g., MS Access, SPSS, SQL, SAS, Python, R, EXCEL, Tableau, Power BI, or related query and analysis tools).

**Leadership**
- Contribute to university efforts to understand and use institutional data more effectively.
  - Serve as Provost’s Office Liaison to institutional data governance planning and data literacy initiatives.
  - Serve as Provost’s Office Liaison to campus data and assessment user communities.
  - Develop and maintain knowledge of advances in data practices through engagement with academic and professional organizations.
**HOW YOU DO YOUR JOB** (learn more about competencies and proficiency levels [here](#))

**Data Administration and Mining** – Proficiency: *Extensive*

*What this looks like:*
- Assesses the impact of functional or regional data changes on the enterprise model.
- Identifies, analyzes and resolves data integration issues.
- Integrates business data and process models into the enterprise model.
- Provides guidance about issues and considerations for a shared or distributed environment.
- Establishes naming and replication standards and implements best practices.
- Reviews information models for compliance, content, quality and consistency.
- Has worked with a variety of data mining tools, techniques and applications.
- Participates in benchmarking activities to identify best practices in data mining processes.
- Chooses specific data visualization formats to effectively communicate data mining results.
- Consults on suitability of neural networks versus OLAP systems for given data mining applications.
- Articulates the pros and cons of data mining applications produced by diverse software vendors.
- Promotes the value of data mining to business managers.

**Logical Data Modeling** – Proficiency: *Extensive*

*What this looks like:*
- Effectively uses automated logical data modeling tools and associated techniques.
- Resolves implied relationships, many-to-many correlations, redundant entities and roots.
- Facilitates modeling sessions for complex logical data models.
- Works with business process owners to capture all details of data requirements and business rules.
- Coaches others in applying logical data modeling concepts and techniques.
- Seeks and exploits existing, published data models and customizes them as required.

**Academic Assessment** - Proficiency: *Working*

*What this looks like:*
- Assists in implementing assessment programs to review students' learning outcomes.
- Selects appropriate assessment forms and indicators for a specific academic assessment program.
- Follows established assessment procedures to examine the quality of instructional and research programs.
- Analyzes problems in teaching and learning based on existing assessment records.
- Delivers academic assessment reports detailing student learning outcomes.

**UNIVERSITY EXPECTATIONS** (see definitions and proficiency levels [here](#))

**Collaboration/Positive Impact** - Proficiency: *Working*

*What this looks like:*
- Shares appropriate information/feedback openly, professionally and respectfully.
- Models open, respectful, accepting, and supportive behaviors with team members.
- Maintains productive work relationships while considering multiple perspectives and using effective conflict resolution practices.
- Aligns expectations for self and team to achieve work objectives and overcome obstacles.

**Diversity, Equity and Inclusion** – Proficiency: *Working*

*What this looks like:*
- Grasps the inevitability and challenges of change and adapts accordingly; utilizes learning opportunities to prepare for changing work, methods and work environment.
Demonstrates civil and respectful behaviors valued within the organization.
Provides and accepts ideas and suggestions in a constructive and helpful manner.
Exhibits good teamwork. Is approachable, cooperative, and contributes to an overall positive and productive work/team environment.


What this looks like:
- Consistently provides excellent service.
- Manages customer expectations and takes responsibility to enhance service excellence.
- Communicates understandably; uses appropriate words, grammar and mannerisms in all mediums.
- Seeks feedback on communication style and effectiveness.

QUALIFICATIONS YOU BRING

Required
- Master’s degree in Higher Education, Assessment & Evaluation, Educational Psychology, or an equivalent combination of education and experience is required.
- Minimum of two years of experience in a professional role supporting educational research, evaluation, or assessment.
- Demonstrates a extensive proficiency in:
  - qualitative and quantitative research methodologies, data analysis techniques; and relevant software (e.g., MS Access, SPSS, SQL, SAS, Python, R, EXCEL, Tableau, Power BI) or related query and analysis tools.
- Demonstrates a working proficiency in:
  - using and obtaining institutional data in support of unit-level program assessment or evaluation.
  - the ability to prepare and present data and analyses in non-technical terms to non-technical audiences.
  - the ability to communicate in writing, public presentations, and individual or small group consultations; able to work constructively and collaboratively with individuals and groups representing a wide variety of backgrounds, academic disciplines, institutional roles, and levels of experience working with data.
  - managing multiple concurrent objectives, projects, groups, or activities, making effective judgments to prioritize and allocate time, adhering to distinct timelines.
  - understanding of the necessity and value of teamwork; ability to work effectively as part of a team.

Desired
- Ph.D.
- Experience in data literacy or data governance initiatives in a college or university setting
- Extensive proficiency in the above-named working level qualifications.

ABOUT THE DEPARTMENT

The Office of Assessment is a resource for faculty and departments that want to demonstrate what students are learning in their programs, both to help maintain program excellence and to prioritize areas for program development. We consult with departments on strategies for collecting evidence of student learning and success, help departments identify and access relevant institution-level data, and assist with analysis of assessment data. The Office of Assessment coordinates outcomes assessment in departments and collects campus-wide data on how students see their experiences at
UI. The Office of Assessment also serves as the hub for collecting and compiling information needed for maintaining the university's institutional accreditation with the Higher Learning Commission.