IOWA

University Information

Org/College: University College	
Department: Distance and Online Education	

UI Job Code:	PCH1	**Pay Level:**	3A
Job Function:	Academic Support	**Job Family:**	Instructional Services

University Classification: Instructional Services Coordinator

Department Information

Org/Dept/Sub-dept #:	35-0900-00000

Position #: NEW (x2)

Working Title (if applicable)**:** Staff Proctor

This Position Reports to (Title/Position #)**:** Director of Online Course Administration // #00100465

Position Has Administrative Supervision? ☒ No ☐ Yes

Position Information

Position Overview: In this role you will oversee daily testing and exam integrity review for exams administered both on- and off-campus. You will troubleshoot and train faculty, staff, and students to effectively use exam scheduling, proctoring, and delivery software.

University of Iowa Distance and Online Education, a unit within University College, partners with colleges and departments throughout the university to provide exam support for students in online courses, and SDS accommodations and make up exams for students in on-campus courses. Additionally, we administer non-University of Iowa exams for community members. The exam services team supports instructors in the development and delivery of proctored exams to facilitate an efficient and secure exam process for both instructors and students.

Salary: $20,500 - $24,000 at 50% time	**Campus Location:** North Campus Test Center
Work Modality: Onsite	**Percent Time:** 50%, Academic Year Appointment

What You Do: (Key Areas of Responsibility)

Instruct, Train, Consult, Support (PCH1): *Provide technical, administrative, and artistic support for instructors and students for a course, lab, program, center, and/or studio. May include support for classroom technologies. Coordinate and provide instruction as directed. Instruct on safe operation of equipment.*	- Facilitate exam proctoring, both within the test centers and remotely. Duties include: - Preparing exams and rooms for testing - Verifying student identities - Checking students in and out of the Test Center - Reviewing individual exam guidelines with testers - Assisting with technical difficulties - Monitoring for, and reporting, academic misconduct - Processing completed exams - Reviewing virtually proctored exams - Use MAUI and ICON to verify exams, troubleshoot and correct exam issues as needed. - Assist UI/Non-UI testers, instructors, and staff with exam delivery.

	• Investigate and resolve exam-related issues as needed. • Assess current processes; identify and suggest more efficient procedures when possible.
Develop Instructional Materials (PCH1): *May assist in developing instructional materials. Recommend purchasing materials.*	• Assist with exam building in MAUI/ICON as needed. • Help develop, document, and maintain processes and procedures involved with developing instructional materials.
Facilities/Technology Management (PCH1): *Operate and maintain equipment. Manage check in and out of equipment. May manage scheduling of academic courses as it relates to facilities. Facilitate building facility needs.*	• Troubleshoot software and hardware issues that arise for exams delivered at the Test Center and virtually. • Notify facility services of concerns and schedule repairs as needed. • Check laptops in and out to proctors as needed for remote integrity review work and maintain equipment log.
Operational Management (Financial and Administrative) (PCH1): *Maintain inventory, procure supplies, equipment, materials, or services within established guidelines. Monitor accounts/expenditures; reconcile statements. May advise management on budgetary needs or discrepancies.*	• Manage inventory which includes ordering necessary supplies, requesting equipment maintenance, and assisting with mailroom pickups. • Maintain an up to date, working understanding of test center policies and procedures. • Review and update existing training materials.
Supervision (PCH1): *May provide functional and/or administrative supervision for students/temp staff.*	• Serve as lead proctor, providing training, guidance, and support to graduate student and temporary admin proctors as needed. • Provide functional supervision to proctors. Resolve or report concerns to Proctor Manager if needed to ensure an efficient and secure exam process for testers, instructors, and staff.

Universal Competencies

Collaboration/Positive Impact: *Ability to work with a variety of individuals and groups in a constructive and civil manner and utilize existing resources and learning to achieve or exceed desired outcomes of current and future organizational goals/needs.*	Proficiency Level: BASIC • 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.
Service Excellence/Customer Focus: *Ability to meet or exceed customer service needs and expectations and provide excellent service in a direct or indirect manner. Ability to effectively transmit and interpret information through appropriate communication with internal and external customers.*	Proficiency Level: BASIC • 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.

Welcoming and Respectful Environment: *Ability to foster a welcoming and respectful workplace environment while recognizing personal differences. Ability to work with a variety of individuals and groups in a constructive and respectful manner while appreciating the importance of a workforce that benefits from the talents of all people across multiple characteristics, including: race, creed, color, religion, national origin, age, sex, pregnancy (including childbirth and related conditions), disability, genetic information, status as a U.S. veteran, service in the U.S. military, sexual orientation, gender identity, or associational preferences.*	Proficiency Level: BASIC • Understands the University's commitment to creating a workplace environment where people of all backgrounds and perspectives feel welcomed and appreciated, and how that commitment relates to one's role at the university. • Demonstrates civil and respectful behaviors in support of the Policy on Ethics and Responsibilities for UI Staff and the UI Human Rights policy that prohibits "differences in treatment of persons because of race, creed, color, religion, national origins, age, sex, pregnancy, disability, veteran or military status, sexual orientation, gender identity, or associational preferences." • Knows where to find organizational policies, procedures, and resources related to respectful behavior and free expression.

Staff members are expected to meet reasonable standards of work quality and quantity, as well as expectations for attendance established by their supervisor. Staff members are also expected to comply with policies governing employee responsibilities and conduct, including those contained in the [University Operations Manual.](#)

How You Do Your Job: (Learn about competencies and proficiency levels [here.)](#)

Consulting: *Knowledge of techniques, roles, and responsibilities in providing technical or business guidance to clients, both internal and external; ability to apply this knowledge appropriately to diverse situations.*	Proficiency Level: BASIC • Explains the roles and responsibilities of a consultant. • Describes the consulting process and relationship with clients. • Lists the typical phases of a consulting assignment or project. • Presents a professional image, especially when dealing with customers.
Instructional Services Administration: *Knowledge of and ability to administer aspects of the services designed to support student instruction, including content, procedure, tools, and logistics.*	Proficiency Level: BASIC • Describes key responsibilities for instructional services in own area. • Identifies major activities performed by instructional services personnel. • Works with faculty to understand goals and objectives of material being taught. • Gathers information on the application of various tools and systems for delivering instructional services.
Resource Management: *Plans, mobilizes, and distributes resources to fulfill business objectives and plans.*	Proficiency Level: BASIC • Identifies the key resources at hand to fulfill own responsibilities. • Demonstrates the ability to apportion resources to different components of a task. • Applies the concept of sustainability to conserve and reuse resources where possible. • Seeks help to obtain additional resources when necessary.
Effective Communcations: *Understanding of effective communication concepts, tools and techniques; ability to effectively transmit, receive, and accurately interpret ideas, information, and needs through*	Proficiency Level: WORKING • Makes oral presentations and writes reports needed for own work. • Avoids technical jargon when inappropriate. • Looks for and considers non-verbal cues from individuals and groups. • Listens to feedback without defensiveness and uses it for own communication effectiveness.

the application of appropriate communication behaviors.	• Delivers helpful feedback that focuses on behaviors without offending the recipient.
Communicating Complex Concepts: *Knowledge of, and the ability to use summarization and simplification techniques to explain complex technical concepts in simple, clear language appropriate to the audience.*	Proficiency Level: WORKING • Explains products and services with little or no use of technical jargon or advanced vocabulary. • Separates fundamental concepts from supporting details in explaining a product or service. • Emphasizes the most important facts or features of a product or service. • Uses comparisons to familiar ideas when introducing a technical or novel feature. • Perceives lack of audience comprehension; further simplifies explanation when needed.

Position Qualifications:

Education (or equivalency) Required	• Bachelor's degree or an equivalent combination of education and related experience in instructional support may also serve to meet this minimum education requirement.
Experience Required	• Experience (typically 6 months – 1 year) working in an educational setting.
Competencies Required	Demonstrates a **Basic proficiency level** in: • Manage multiple concurrent projects and/or activities and effectively prioritize and allocate time and resources. • Meet or exceed customer service needs and expectations and provide excellent service in a direct or indirect manner. • Summarize and simplify technical concepts and explain those concepts in simple, clear language appropriate to the audience. • Apply communication techniques and relationship building skills to work with a variety of individuals and groups in a constructive and collaborative manner. Includes excellent oral, written, and interpersonal communication with internal and external customers.
Special Qualifications Required	• Position will require 20 hours per week during the academic year. Some evening hours may be required to ensure staff are scheduled to assist graduate student and temporary admin proctors when Test Center is open.
Desirable Qualifications	• Experience using instructional technologies such as learning management systems, virtual classrooms, etc., to develop and deliver exams for on-campus and off-campus students.