Position Description

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Report Run Date	
Position Number:	
UC Path Position #	
Dept:	CENTER FOR EDUCATIONAL EFFECTIVENESS - 063095
Position:	Associate Director for Educational Analytics and Assessment
Approved Payroll Title Code:	7395
Approved Payroll Title:	Project Policy Analysis Supervisor 2
Approved MSP Salary Grade:	
Approved PSS Salary Grade:	
POSITION DETAILS	
Job Summary:	
	The Associate Director for Educational Analytics and Assessment (AD-EAA) partners with the Associate Director for Learning & Teaching Support (AD-LTS) and reports directly to the Assistant Vice Provost for Educational Effectiveness (AVP-EE) and Center for Educational Effectiveness (CEE) Director. As a working manager/leader, the AD-EAA provides oversight, strategic planning, and technical leadership to the EAA group to conduct analyses, assessment efforts, and tool development that anticipates and addresses faculty and institutional needs with the goal of maximizing student learning and success while improving departmental instructional outcomes and effectiveness. The AD-EAA synthesizes and summarizes this work in formats appropriate for various audiences including "white papers" (opinions or position statements) and reports suitable for presentation at the highest administrative/executive levels, and performs special assignments of substantial complexity. The AD-EAA regularly provides decision support to and manages projects in collaboration with the Assistant Vice Provost for Educational Effectiveness, Vice Provost and Dean for Undergraduate Education, Associate Deans, faculty, and targeted instructional learning, analytics, and assessment communities. The AD-EAA is responsible for: • providing oversight of and direction for all evaluation and data analyses that support CEE initiatives, through supervision of the Lead Analyst; • supporting faculty instructional data access and analyses; • providing oversight, and direction for campus-wide student learning outcomes assessment efforts at the program level through supervision of the Lead Assessment specialist; • supervising the Lead Programmer on data, analyses and tool development; and • supporting faculty data access for instructional research while ensuring compliance with all appropriate policies including FERPA and IRB; • providing expertise including summaries of analytics and assessment findings for efforts by campus leaders to improve educational effectiveness.

	The AD-EAA, with CEE leadership, collaboratively manages CEE resources. The AD-EAA is a working leader/manager that actively supports and at times pursues external grant efforts to expand research and analysis efforts. They lead production of technical reports and collaborative publications, and recommend changes to campus policy and undergraduate program administration in an effort to improve undergraduate student outcomes. The position requires demonstrable skills in quantitative and mixed-methods research, statistics, administrative management, mentoring, teamwork, communication and ability to work with faculty and administrators across all university disciplines. The AD-EAA contributes to the development and support of a collaborative organizational culture between CEE and its partners, is capable of tackling complex problems, building a network of allies, supporting and developing direct and indirect reports, and generating and/or embracing diverse and emerging ideas.
Campus Job Scope:	
Department Specific Job Scope:	The Center for Educational Effectiveness (CEE) works collaboratively and creatively with instructors and university academic administrators to foster, build, implement, and institutionalize effective instructional practices. CEE supports evidence-based decision making in higher education through institutional-, college-, course- and program-scale support, analyses and modeling undertaken by the Educational Analytics and Assessment (EAA) Division. As the primary campus hub for learning analytics and program assessment, the EAA division of CEE supports instructional improvement and research through evaluation, assessment, statistical analyses, learning communities, comprehensive data access, academic analytic tools, and predictive models. The EAA division of CEE also supports campus program review instructional assessment and centralized program evaluation functions for Undergraduate Education (UE).
Positions Supervised:	Direct Supervision (4.0 FTE) 1.0 FTE Applications Progr 3 (7300) - Lead programmer 1.0 FTE Project/Policy Anl 3 (7398) - Lead Assessment Specialist 1.0 FTE Project/Policy Anl 4 (7399) - Lead Analyst 1.0 FTE Rsch Data Anl 2 (6256) - Program Analyst
Essential Responsibilities:	**60% STRATEGIC ANALYSIS, PLANNING & MANAGEMENT** -Direct the agenda and manage the projects of the analytics, assessment and programming teams: -Identify and implement unit goals and priorities in alignment with the goals of CEE, UE, the Provost, and the Chancellor. - Working with the Lead Analyst, design/conduct program and project analyses/research employing basic to sophisticated/advanced statistical analyses and multivariate methods; develop instruments/protocols; synthesize information and data; organize/maintain research documents; and lead development of data collection strategies and instruments. -Oversee evaluation study design (sampling procedures, data collection, statistical analyses, instrument selection, data modeling, validity and reliability, power analyses). -Working with the Programming, Analytics and Assessment Leads, lead the design and deployment of systems, structures, and tools for internal and/or external use to support information access, collection, retrieval, analysis, and reporting. -Working with the Assessment Lead, interact and collaborate with academic programs to support appropriate and effective student learning outcomes assessment. -Working with Programming Lead, guide development of useful, accurate and timely data repositories that serve CEE, educational research efforts of faculty and other administrative needs. -Oversee development of analytic tools, such as dashboards, for internal CEE and UE use as well as for other university units.

-Oversee IRB/FERPA/Data Security compliance for CEE and develop, monitor, and ensure report/data management.
-Collaborate with campus academic units, Budget and Institutional Analysis, Enrollment Management, Associate Deans, and others as appropriate, to study students' academic experience at UC Davis with a focus on measures and determinants of student success. Present information and analysis to allow engagement and foster proactive responses.

20% LEADERSHIP AND SUPERVISION
-In collaboration with the AVP-EE and the AD-LTS, oversee and administer CEE daily operations and serve as a senior member of CEE able to advise the AVP-EE and UE leadership on CEE initiatives, programs, and services.
-Lead, or co-lead with the AVP-EE, analytics learning communities for faculty and administrators.
-Co-lead grant/proposal writing, dissemination of progress and final reports for internally and externally funded CEE projects.
-Lead the preparation of IRB protocols for all CEE studies.
-Supervise and mentor EAA staff and students, including assignment and direction of work, performance appraisals, and documenting performance issues. Identify opportunities for and create development plans that encourage employees to attend to the growth of their professional capacity.
-Manage the EAA budget, including monthly monitoring, projections and preparation of annual budget.

15% OUTREACH & DISSEMINATION
-Represent the CEE Educational Analytics and Assessment Division (CEE-EAA) and CEE within the university and in the public and private sectors.
-Author journal articles, books, white papers, research reports, posters, and presentations to enhance the visibility and recognition of CEE EAA activities, and increase the impact of CEE projects in local, national and international organizations and settings.
-Serve as one of the primary educational analytics and assessment experts responsible for updating CEE staff on innovative research as it relates to CEE's mission and current EAA projects.
-Participate in professional societies and conferences appropriate to CEE-EA that advance both the unit's goals and its influence.

5% SPECIAL ASSIGNMENTS
-Assist UE units in other duties as needed, such as participation in intra- office workgroups, meetings, and program support.

Physical Demands:	Sit at desk/computer for extended periods of time reading fine print online and hard copy
	Travel to various campus office locations throughout the year
	Possible nationwide travel
	Bend, stoop, reach, lift and shift boxes, equipment, supplies, maneuver conference room furniture and files weighing up to 30lbs
Work Environment:	Work flexible schedule and occasional evenings, weekends, and holidays to meet operational needs
	Work in an open workspace environment with multiple deadlines, frequent interruptions, background distractions, traffic and noise from competing activities.
	Restricted vacation during peak periods.
	Employee is personally responsible for following health and safety guidelines/instructions.
	UC Davis is a smoke and tobacco free campus effective January 1, 2014. Smoking, the use of smokeless tobacco products, and the use of unregulated nicotine products (e-

	cigarettes) will be strictly prohibited on any UC Davis owned or leased property, indoors and outdoors, including parking lots and residential space.
Background Check:	Yes
QUALIFICATIONS	
Minimum Qualifications:	Advanced degree or the equivalent combination of education, training and experience from which comparable skills in the areas of educational research, data science, or related quantitative field (e.g. education, education policy, applied statistics, economics or quantitative psychology) were acquired and applied to undergraduate education analysis and improvement. Minimum of 3 years of experience in an educational research, analysis and/or assessment position. Skill utilizing, and teaching others how to use, multivariate statistics, predictive modeling and other statistical analysis including, but not limited to, multiple linear regression, logistic regression, machine learning techniques, HLM, propensity score analyses and related techniques. Expertise in quantitative and mixed methodologies, instruments and analyses including numerical, categorical, text analysis, focus group, case study, etc. Experience analyzing complex information and situations to identify problems and relevant factors, formulate logical conclusions, and recommend and implement alternative solutions. Record of managing projects, staff and budgets conceptualizing projects at high levels and translating them into long and short-term strategies and/or action to achieve goals. Supervisory skills to recruit, select, train, assign, motivate, and evaluate professional and student staff. Assess performance, provide accurate and timely feedback, resolve problems/conflicts, and build effective team environment. Computer skills to manage high volume of electronic communication, to prepare reports and spreadsheets, and to create presentations. Interpersonal, oral and written skills to communicate, interact and work effectively in a diverse environment with diverse populations, including skills to work effectively with groups and constituencies with differing priorities and perspectives. Experience communicating complex ideas and data both orally and in written/graphical form, research findings and recommendations to facilitate decision-making to a variety of campus executives, managers, analysts & students. Knowledge of principles and procedures involved in handling sensitive data (e.g. FERPA). Experience preparing and managing IRB processes and documentation.
Preferred Qualifications:	Knowledge of current methods of data management and analysis in the context of a large, complex higher education institution utilizing statistical and other analytic/visualization software and database management software, e.g. SAS, SPSS, Stata, R, Python Notebooks, Tableau, SQL databases, and relevant query techniques. Previous experience in a campus-wide leadership role managing the requirements and processes related to educational analytics and assessment in a large, complex higher education institution. Experience teaching undergraduate students at a higher education institution.

	Ability to communicate complex ideas and data through use of text, graphs and tables, in reports, grant proposals, journal articles, and related media.
	Knowledge of grant proposal preparation and submission processes. Experience developing and evaluating grant proposals. Experience with relevant funding agencies.

Expectations

Job Expectations	Model the UC Davis Principles of Community by leading the effort to foster a positive work environment and further the organizational mission. Work efficiently and effectively on multiple projects with competing deadlines; demonstrate flexibility in dealing with people and competing demands; effectively manage details of complex projects Exercise independent judgment, leadership and discretion, and to maintain confidentiality in complex, ambiguous, controversial or sensitive situations. Handle sensitive or difficult situations diplomatically, and to work effectively and sensitively with constituents from diverse cultural backgrounds and perspectives; respond to a diverse group in a professional and diplomatic manner Work with a high level of accuracy, efficiency and attention to detail. Maintain accountability, establish audit trails, evaluate systems/procedures and implement improvements. Recognize inconsistency in details and to independently research missing information or solicit input as appropriate. Handle multiple concurrent projects, maintain high level of productivity and maintain composure and flexibility when handling unpleasant situations. Learn new skills and take advantage of career development and training opportunities. Learn new systems and software as needed. Be flexible and adaptable when change occurs Conform to UC Davis' identity standards found at http://IdentityStandards.ucdavis.edu. (When responsibilities identify web tasks)