EMPLOYMENT OPPORTUNITY WITH University of Missouri
POSTING DATE: 11/11/2022

Job Title
Postdoctoral Research Fellow

FLSA Status (exempt, non-exempt)
Exempt

Position Status (full, part-time)
Full-time

Location (city, state)
Columbia, Missouri

Company Name + Description
University of Missouri, College of Education & Human Development. MU is the oldest state university west of the Mississippi River and the largest of the four institutions in the University of Missouri System. In 1867, MU became one of the first public universities in the nation to establish an academic program specific to teacher preparation. MU has a student body of over 34,000 and is designated as a Carnegie Research University with very high research activity. MU is one of only six universities in the U.S. that is both the flagship and land grant institution housing medicine, veterinary medicine, and law on the same campus. As an AAU member institution since 1908, MU is recognized as one of the top research and educational institutions in the nation. More information is available on the web at: education.missouri.edu. The College of Education is ranked #36 in the nation among public universities overall by U.S. News and World Report. Among programs especially relevant to the proposed study, MizzouEd is ranked #3 in graduate counseling programs and #21 in graduate special education programs. Today, the College has a student population of approximately 1000 undergraduates and 1,600 graduate students. The College is nationally recognized for its distance and online education programs. MU is located in Columbia, a metropolitan community of approximately 120,000 that has been rated by Money Magazine, Men's Journal and MSN.COM as one of the best places to live in the U.S. Columbia ranked 6th on Livability’s 2019 list of Top 100 Best Places to Live. It has been ranked among the best college towns to live in. Columbia has been recognized as a bike-friendly community. Rails-to-trails conversions allow recreation and commuting to campus in natural spaces across the city. Cost of living is modest. Columbia is immediately surrounded by rural counties, while both Kansas City and St. Louis are within a 90-minute drive offering the shopping and cultural opportunities of major metropolitan areas. Columbia has high-quality public schools and provides many opportunities for art, music, culture, and film including the acclaimed “True/False Film Festival.”

Position Description
This Postdoctoral Fellow will work on the project Measuring Prosocial Behavior in Schools through a Virtual Reality Game: vSchool funded by the U.S. Department of Education. The project aims to develop and validate a school-friendly, game-based assessment of prosocial behavior for 4th - 6th grade students that can be used to evaluate behavioral and social-emotional learning (SEL) interventions. SEL interventions often aim to increase prosocial behavior, yet few SEL interventions actually measure increased prosocial behavior as an outcome. This is partly due to a dearth of measures of prosocial behavior that are validated, school-friendly, strengths-based (rather than deficit-based), and amenable to intervention. Our team includes forerunners in game-based measurement of social-emotional skills, prosocial experts, psychometrician, and game designers. The fellow will gain experience working on a federally-funded, research project within a lab that has $16 million in federal funding for six projects focused on promoting prosocial education and positive classroom climate. The fellow will also have the opportunity to develop an independent line of research related to the study's activities. The lab includes affiliated faculty, two postdoctoral fellows, four GRAs, and various UGRAs. https://education.missouri.edu/research/prosocial

Essential Job Functions
The Postdoctoral Fellow will collaborate with the team in development of the gameified assessment, quantitative data design, collection and analysis of data, and publication of findings, among other research duties as they arise. The fellow should be committed to seeking and securing external funding, producing original research, publishing their work in highly ranked conference proceedings and journals (as appropriate), and mentoring undergraduate and graduate students in research.

Qualifications Preferred (years of experience, education level etc.)
Minimum Qualifications: • An earned doctorate in educational or developmental psychology and assessment of social skills or related disciplines at the time of appointment. • Experience in collecting, cleaning, and analyzing quantitative data. • Experience in prek-12 students’ social and emotional development, and development/evaluation of assessments. • Ability to work effectively with diverse faculty, staff, graduate students, and undergraduate students. • Comfort with technology use. Communication and Other skills: • Strong professional writing skills, including research reports, peer-reviewed research articles, or other print and electronic publications. • Excellent communication and organizational skills.
**EMPLOYMENT OPPORTUNITY WITH UMass Chan Medical School**

**POSTING DATE:**  11/11/2022

<table>
<thead>
<tr>
<th><strong>Job Title</strong></th>
<th>Director, Institutional Research, Eval &amp; Assessment</th>
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</thead>
<tbody>
<tr>
<td><strong>FLSA Status (exempt, non-exempt)</strong></td>
<td>Exempt</td>
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<tr>
<td><strong>Position Status (full, part-time)</strong></td>
<td>Fulltime</td>
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<tr>
<td><strong>Location (city, state)</strong></td>
<td>Worcester, MA</td>
</tr>
<tr>
<td><strong>Company Name + Description</strong></td>
<td>UMass Chan Medical School</td>
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</tbody>
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**Position Description**
GENERAL SUMMARY OF POSITION: Under the general direction of the Vice Provost for Educational Affairs, this position is accountable for the short and long term strategies, policies, procedures, administration, and operations of the Institutional Research, Evaluation, and Assessment office. This position will oversee the collection of systemic, comprehensive data concerning UMass Chan that supports the institutional decision-making process, complies with reporting requirements of external agencies, and responds to ad hoc IR data requests for information. The office will collect, analyze, and report official statistics about the campus including the biomedical, nursing, medical schools. This position is responsible for articulating the central role of the office and for the integrity of institutional research data for the UMass Chan Community.

**Essential Job Functions**

MAJOR RESPONSIBILITIES:
- In collaboration with the Vice Provost and other stakeholders, develop strategic initiatives for institutional research, evaluation, and assessment that will enhance the institutional strategic plans and faculty/student success.
- Develop policies and plan new systemic programs, processes, and services to meet current and long-range institutional research needs.
- Direct programs, services, and policies for the office.
- Manage IR office and staff including hiring, training, staffing, scheduling, discipline, termination, employee development, and performance management.
- Provide leadership in developing and maintaining the longitudinal datasets for the institution.
- Plan and design data gathering strategies concerning faculty, students, academic programs, course, and program evaluations.
- Perform public relations function to build support and understanding of office data collections and services.
- Actively participate in various campus administrative meetings, meetings with deans, and academic leaders.
- Serve as liaison for the UMass Chan to the NECHE, Association of Institutional Research, and other professional groups.
- Serve as ex-officio member of UMass Chan Committees, including but not limited to: Educational Policy Committee, Faculty Council, and other institutional-wide faculty committees.
- Lead initiatives related to institutional research standards with respect to NEASC and other accreditation bodies.
- Oversee assessment and evaluation processes of academic programs and services.
- Serve as the UMass Chan institutional member on a variety of institutional consortia; represent the UMass Chan at the local, state, and national level in order to enhance reputation and access to cutting edge institutional research processes.
- Promote, initiate, and conduct healthcare education research.
- Write and participate in grants and special projects.
- Support the development of staff including their leadership capabilities.
- Perform other duties as required.

**Qualifications Preferred (years of experience, education level etc.)**

MINIMUM QUALIFICATIONS:
- Doctorate in education, psychology or related field.
- Ten years of experience with 5 years of progressive management responsibilities with oversight of staff.
- Evidence of publications and presentations at professional meetings and/or journals required.
- Excellent interpersonal skills.
- Demonstrated commitment to diversity, equity, and inclusion that can be seen in the applicant’s body of work and/or experiences.

PREFERRED QUALIFICATIONS:
- EdD or PhD in research and evaluation methods, measurement, psychometric, or related field preferred.
- Experience in graduate level education setting.

**How to Apply**
[https://academicjobsonline.org/ajo/jobs/23377](https://academicjobsonline.org/ajo/jobs/23377)
EMPLOYMENT OPPORTUNITY WITH University of Neb-Lincoln
POSTING DATE: 11/2/2022

Job Title
Asst Prof Psychometrics & Quantitative Methods

FLSA Status (exempt, non-exempt)
Exempt

Position Status (full, part-time)
full-time

Location (city, state)
Lincoln, NE

Company Name + Description
University of Nebraska-Lincoln, 4-year university

Position Description
The Department of Educational Psychology seeks applicants for a nine-month, tenure-track Assistant Professor in our Quantitative, Qualitative, and Psychometric Methods (QQPM) program beginning August 2023. We are seeking individuals with a doctorate in psychometrics, measurement, quantitative methods, or a related field to be completed no later than August 2023. Expertise or interest in modern psychometrics (e.g., DEI issues in testing, fairness, equating, computerized adaptive testing, diagnostic classification models, automatic item generation, scale/test development), latent variable modeling approaches (e.g., IRT, SEM, person-centered analysis, factor analysis), multilevel modeling, and/or a related approach is required. Experience or interest in methodological applications relevant to the areas of applied statistics, causal inference, Bayesian estimation and/or inference, and/or program evaluation is desirable. Responsibilities include: a) developing and maintaining an on-going program of methodological research leading to publications in major quantitative, psychometric, and/or methodological journals; b) collaborating with faculty across the College of Education and Human Sciences, UNL, and the UNL system on methodological issues related to substantive research projects; c) effective instruction, student research advisement, and student mentoring; d) participating in faculty governance; e) participating in and/or preparing applications for external funding; and f) providing leadership and service at local, state, and national levels. The Department of Educational Psychology (https://edpsyc.unl.edu) is nationally known for educational research that combines theoretical depth with practical significance; systematic mentorship of students and junior faculty; active collaboration among faculty and students; and longstanding commitment to supporting and developing diversity, equity, and inclusion. We are a graduate-oriented department that offers master’s and doctoral degree specializations in QQPM, Institutional Research, Development and Learning Sciences, School Psychology, and Counseling Psychology. The Department houses the Buros Center for Testing, the Nebraska Evaluation and Research Center, and the Nebraska Internship Consortium in Professional Psychology. The Department is also closely affiliated with the Nebraska Center for Research on Children, Youth, Families, and Schools, an interdisciplinary center identified as an institutional Program of Excellence. The Department cooperates with six other academic departments in providing learning experiences for undergraduate and graduate students in the College of Education and Human Sciences. Residents of Lincoln, Nebraska enjoy a vibrant and growing community with a strong economy, low cost of living, and affordable housing (http://www.lincoln.org). Lincoln offers an abundance of parks, hiking and biking trails, and exceptional public schools. Notable entertainment and cultural opportunities can be found on and off campus in the downtown, Haymarket, and Railyard areas, and at the Lied Center for Performing Arts. Lincoln has been ranked the #1 happiest and healthiest city in the US: http://www.businessinsider.com/happiest-and-healthiest-cities-in-america-2013-3#1-lincoln-ne-10. The College of Education and Human Sciences respects people, ideas, voices, and perspectives. Diversity strengthens our ability to problem solve and build more equitable and inclusive solutions for complex challenges. As an EO/AA employer, the University of Nebraska considers qualified applicants for employment without regard to race, color, ethnicity, national origin, sex, pregnancy, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, marital status, and/or political affiliation. See https://www.unl.edu/equity/notice-nondiscrimination.

Essential Job Functions
Responsibilities include: a) developing and maintaining an on-going program of methodological research leading to publications in major quantitative, psychometric, and/or methodological journals; b) collaborating with faculty across the College of Education and Human Sciences, UNL, and the UNL system on methodological issues related to substantive research projects; c) effective instruction, student research advisement, and student mentoring; d) participating in faculty governance; e) participating in and/or preparing applications for external funding; and f) providing leadership and service at local, state, and national levels.

Qualifications Preferred (years of experience, education level etc.)
Minimum qualifications: * Doctorate in psychometrics, measurement, quantitative methods, or a related field conferred no later than August 2023. * Expertise or interest in modern psychometrics, multilevel modeling, and/or related approach. * Research productivity and an emerging publication record. * Potential for excellence in teaching and mentoring graduate students. Preferred Qualifications * Evidence of success in pursuing and securing external funding.

How to Apply
How to Apply: Review of applications will begin November 15, 2022 and continue until a suitable candidate is hired. Interested candidates must apply online at https://employment.unl.edu, requisition F_220184. Click "Apply for this Job," complete the Faculty/Academic Administrative Information Form, and attach the following documents: 1) letter of application, 2) current vitae, 3) contact information for three professional references, and 4) two samples of scholarly writing. The writing samples will need to be combined into a single document for upload. In addition, please arrange for three reference letters with contact information to be sent to Dr. James Bovaird, QQPM Search Committee Chair, 114 Teachers College Hall, University of Nebraska, Lincoln, NE 68588-0345 by the review date.

EMPLOYMENT OPPORTUNITY WITH NWEA
POSTING DATE: 11/2/2022

Job Title
Senior Psychometrician

FLSA Status (exempt, non-exempt)
Exempt

Position Status (full, part-time)
full-time

Location (city, state)
Remote

Company Name + Description
NWEA

Position Description
The Senior Psychometricians are key contributors in the State Solutions Design and Development Department and are involved in all tasks from test design through reporting of scores. These individuals are responsible for leading activities such as item calibration, forms construction, scaling and equating, and technical documentation. Senior Psychometricians will work closely with both internal and external clients to fulfill needs of test design and development.

Essential Job Functions
Collaborate with a team of psychometricians assigned to projects, serve as the lead psychometrician for a small or large project, and/or serve as the primary point of contact for internal NWEA teams and clients. • Plan and oversee the work of statistical analysts and junior psychometricians. • Design scaling and equating approaches and write associated technical specifications. Evaluate reasonableness and troubleshoot unusual equating or other analysis results. • Recommend appropriate analysis approaches and identify advantages and disadvantages of several options. • Construct tests, and evaluate tests built by others according to psychometric targets. • Develop psychometric targets for test construction and create test construction specifications. • Design and lead data review meetings. • Plan, design, create materials for, and facilitate standard setting meetings. • Develop psychometric solution for Response to Proposals (RFPs). Write and review associated text and provide input to costing. • Communicate (orally and in writing) technical concepts in non-technical ways with clients, internal staff, or other external stakeholders. • Synthesize information and produce coherent summaries and recommendations. • Create documents, prepare presentations, and present at Technical Advisory Committee (TAC), client, and other external stakeholder group meetings. • Deliver on time, quality results. • Estimate completion time for various activities, review schedules and provide feedback on reasonableness. • Mentor junior team members. • Build capacity within the team by creating new processes, building efficiencies, and bringing in new innovations.

Qualifications Preferred (years of experience, education level etc.)
• Ph.D. or Ed.D in educational statistics, measurement, psychometrics, or related field required. • Five (5) or more years in educational assessment with increasing job responsibilities.

How to Apply
https://www.nwea.org/careers/openings/?p=job%2FogiPkwB
EMPLOYMENT OPPORTUNITY WITH **NCBE**
**POSTING DATE:** 10/28/22

**Job Title**
Constructed Response Scoring Manager

**FLSA Status (exempt, non-exempt)**
Exempt

**Position Status (full, part-time)**
Full-time

**Location (city, state)**
Madison, WI (may work remotely/out of state)

**Company Name + Description**
The National Conference of Bar Examiners (NCBE) is a nonprofit organization that provides high-quality assessment products, services, and research for the benefit and protection of the public and the legal profession. We assist state courts and licensing authorities with fulfilling their responsibility to determine minimal competence for entry to the legal profession. Diversity, fairness, and inclusion are central to NCBE’s mission and to our vision for a competent, ethical, and diverse legal profession. NCBE provides an inclusive and family-friendly environment, flexible schedules, remote work options, and competitive salary and benefits. NCBE’s headquarters is located in Madison, Wisconsin, a vibrant community with excellent municipal services and educational opportunities.

**Position Description**
The Constructed Response Scoring Manager is responsible for the development and implementation of the end-to-end process of scoring the constructed response items for the Next Generation bar exam.

**Essential Job Functions**
- Develop process documentation for the scoring of constructed response items.
- Coordinate development of scoring materials with Test Development staff and subject matter experts, where applicable.
- Ensure that scoring rubrics and all scoring materials, (including sample responses from each score point) are developed and entered into the scoring platform.
- Implement and perform quality check of materials in scoring platform and ensure system is functioning accurately.
- Onboard graders into internal management system and the scoring platform.
- Establish expectations for grader productivity and performance.
- Consult with Communications department on internal/external messaging regarding constructed response scoring.
- Develop, document, and implement protocols for interactions with jurisdictions regarding the scoring process.
- Train internal staff on the scoring process and scoring platform.
- With internal attorney test development staff, serve as point-of-contact for scoring-related questions from jurisdiction staff.
- With internal attorney test development staff, identify external grading leaders from pool of qualified graders.
- With internal attorney test development staff, train external grading leaders and graders on scoring materials and on using the scoring platform. (Note: training could be onsite, virtual, or combination)
- Review calibration results and take appropriate steps as necessary. Coordinate scoring variances among graders and regrading processes. Monitor grading to ensure timely completion. Contact grading leaders/graders as needed.
- Provide input to the scoring platform implementation team on data format, systems integrations, and other technical requirements to ensure that scored data for constructed response can be matched to selected response data. Identify lessons learned from field-test scoring to inform process and system improvements for prototype and operational exam scoring.
- Collaborate with assessment staff in the Assessment and Research Department, Test Operations and IT Departments during development, implementation, and processing.
- Work with scoring platform technology partner to ensure NCBE and jurisdiction needs are met and enhancements are made as needed.

**Qualifications Preferred (years of experience, education level etc.)**
- Bachelor’s degree required; master’s degree preferred.
- Minimum of 5 years of operational assessment experience using an online scoring platform.
- Previous experience training groups of people to use an online scoring platform.
- High level of technical acumen and problem-solving skills.
- Ability to develop and deliver presentations to a variety of in-person and virtual audiences.
- Excellent oral and written communication skills, organizing and planning skills, negotiation and facilitation skills, and interpersonal skills.

**How to Apply**
[https://ncbe.bamboohr.com/careers/56?source=aWQ9OA%3D%3D](https://ncbe.bamboohr.com/careers/56?source=aWQ9OA%3D%3D)

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EMPLOYMENT OPPORTUNITY WITH **University of Neb-Lincoln**
**POSTING DATE:** 10/28/22

**Job Title**
Assistant Prof of Psychometrics & Quant Methods
Position Description
Faculty Position in Psychometrics and Quantitative Methods, University of Nebraska-Lincoln: The Department of Educational Psychology seeks applicants for a nine-month, tenure-track Assistant Professor in our Quantitative, Qualitative, and Psychometric Methods (QQPM) program beginning August 2023. We are seeking individuals with a doctorate in psychometrics, measurement, quantitative methods, or a related field to be completed no later than August 2023. Expertise in modern psychometrics (e.g., DEI issues in testing, fairness, equating, computerized adaptive testing, diagnostic classification models, automatic item generation, scale/test development), latent variable modeling approaches (e.g., IRT, SEM, person-centered analysis, factor analysis), multilevel modeling, and/or a related approach is required. Experience or interest in methodological applications relevant to the areas of applied statistics, causal inference, Bayesian estimation and/or inference, and/or program evaluation is desirable. The Department of Educational Psychology (http://edpsyc.unl.edu) is nationally known for educational research that combines theoretical depth with practical significance; systematic mentorship of students and junior faculty; active collaboration among faculty and students; and longstanding commitment to supporting and developing diversity, equity, and inclusion. We are a graduate-oriented department that offers master’s and doctoral degree specializations in QQPM, Institutional Research, Development and Learning Sciences, School Psychology, and Counseling Psychology. The Department houses the Buros Center for Testing, the Nebraska Evaluation and Research Center, and the Nebraska Internship Consortium in Professional Psychology. The Department is also closely affiliated with the Nebraska Center for Research on Children, Youth, Families, and Schools, an interdisciplinary center identified as an institutional Program of Excellence. The Department cooperates with six other academic departments in providing learning experiences for undergraduate and graduate students in the College of Education and Human Sciences. Residents of Lincoln, Nebraska enjoy a vibrant and growing community with a strong economy, low cost of living, and affordable housing (http://www.lincoln.org). Lincoln offers an abundance of parks, hiking and biking trails, and exceptional public schools. Notable entertainment and cultural opportunities can be found on and off campus in the downtown, Haymarket, and Railyard areas, and at the Lied Center for Performing Arts. Lincoln has been ranked the #1 happiest and healthiest city in the US: http://www.businessinsider.com/happiest-and-healthiest-cities-in-america-2013-3#1-lincoln-ne-10.

Essential Job Functions
Responsibilities Include: (a) developing and maintaining an on-going program of methodological research leading to publications in major quantitative, psychometric, and/or methodological journals; (b) collaborating with faculty across the College of Education and Human Sciences, UNL, and the UNL system on methodological issues related to substantive research projects; (c) effective instruction, student research advisement, and student mentoring; (d) participating in faculty governance; (e) participating in and/or preparing applications for external funding; and (f) providing leadership and service at local, state and national levels.

Qualifications Preferred (years of experience, education level etc.)
Minimum Required Qualifications: Doctorate in psychometrics, measurement, quantitative methods, or a related field conferred no later than August 2023. Research productivity and an emerging publication record. Potential for excellence in teaching and mentoring graduate students. Preferred Qualifications: Evidence of success in pursuing and securing external funding.

How to Apply
To be considered for the position applicants must go to the http://employment.unl.edu, click on the Employment at UNL link, click on Create Application, and complete the Faculty/Academic Administrative Information Form; requisition number F_220184. Please submit a letter of application, current vitae, and samples of scholarly writing. Please arrange for three reference letters with contact information to be sent to Dr. James Bovaird, QQPM Search Committee Chair, 114 Teachers College Hall, University of Nebraska, Lincoln, NE 68588-0345 by the review date. Review of applications will begin November 15, 2022 and continue until a suitable candidate is hired. Candidates wishing additional information are encouraged to contact Dr. Bovaird by email (jbovaird2@unl.edu). The College of Education and Human Sciences respects people, ideas, voices, and perspectives. Diversity strengthens our ability to problem solve and build more equitable and inclusive solutions for complex challenges. The University of Nebraska is committed to a pluralistic campus community through affirmative action, equal opportunity, work-life balance, and dual careers.
**Position Description**

Psychometrician

About this role At NWEA, we believe in K–12 students and the teachers, administrators, and families who make education possible. Drawing on 40 years’ of experience and a wealth of powerful data, our vision is to transform education by empowering students and teachers. The State Solutions Design and Development Department at NWEA is responsible for reimagining the role of assessment in the educational system. Our mission is partnering to help all kids learn. We are at a pivotal moment in education and our strategic priority is to consider new ways for building strategic partnerships and new approaches to assessment that represent systems that not only measure learning, but also inform learning throughout the academic year. Foundational to this shift is a commitment to building evidence in learning outcomes that validates and affirms that all students have an equitable chance to engage in these new systems of learning and assessment, and that the informational outputs inform stakeholders so that each and every learner has an equitable opportunity to receive learning experiences that will support advancements in their learning and drive their educational success. As such, the Psychometricians are important contributors in the State Solutions Design and Development Department and are involved in most tasks from test design through reporting of scores. These individuals, under the guidance of Senior Psychometricians, are responsible for conducting activities such as item calibration, forms construction, scaling and equating, and technical documentation. Psychometricians will work closely with both internal and external clients to fulfill needs of test design and development. Psychometricians are expected to be well trained in psychometrics. They should initiate conversations and projections to bring innovation, flexibility, and efficiency to NWEA processes, and work closely with all NWEA teams and clients to meet quality and service expectations. The ideal candidates should have a good training in educational testing, preferably with computer adaptive models, as well as good communication skills.

**Position Requirements**

- **Education and Experience Requirements:** Ph.D. or Ed.D in educational statistics, measurement, psychometrics, or related field required. Preferably with some experience in educational assessment.
- **Key Responsibilities:** Collaborate with a team of psychometricians assigned to projects and serve as the backup psychometrician for a small or large project. Work closely with statistical analysts and under guidance of senior psychometricians. Implement scaling and equating approaches and write associated technical specifications. Evaluate reasonableness and troubleshoot unusual equating or other analysis results. Recommend appropriate analysis approaches and identify advantages and disadvantages of several options. Construct tests, and evaluate tests built by others according to psychometric targets. Develop psychometric targets for test construction and create test construction specifications. Participate in lead data review meetings. Participate in standard setting meetings. Communicate (orally and in writing) technical concepts in non-technical ways with clients, internal staff, or other external stakeholders. Synthesize information and produce coherent summaries and recommendations. Create documents, prepare presentations, and present at
Technical Advisory Committee (TAC), client, and other external stakeholder group meetings. Deliver on time, quality results. Estimate completion time for various activities, review schedules and provide feedback on reasonableness. Build capacity within the team by creating new processes, building efficiencies, and bringing in new innovations.

Knowledge, Skill, And Ability Requirements: Develop a collaborative network of measurement professionals outside NWEA Proficient in SAS, SPSS, R, or other statistical software Use of WINSTEPS, IRTPRO, or other IRT-based software in a research or operational environment Experience implementing different IRT models Experience designing and conducting studies in support of educational assessment and research Experience with computer adaptive testing

Essential Job Functions
Assessments, Data Measurement and Analyses, Designing and conducting studies to support educational assessment and research

Qualifications Preferred (years of experience, education level etc.)
Ph.D. or Ed.D in educational statistics, measurement, psychometrics, or related field required. Preferably with some experience in educational assessment.

EMPLOYMENT OPPORTUNITY WITH NBME
POSTING DATE: 10/25/22

Job Title
Director of Psychometrics

FLSA Status (exempt, non-exempt)
Exempt

Position Status (full, part-time)
Full-Time

Location (city, state)
Philadelphia, PA (Remote Eligible)

Company Name + Description
NBME

Position Description
The NBME®'s Psychometrics and Data Analysis (PADA) unit is seeking a Director, Psychometrics, to join their team. This position is expected to make contributions in three primary areas: Provide measurement expertise to the design of new products, services, and strategic planning activities. Applied research and development in support of modifications to examination designs, analysis methods, procedures, and process efficiencies Contribute to the educational measurement community through representing NBME in professional organizations, professional presentations, collaborations, and publications related to independent or organizational research agendas. The Director must effectively collaborate with a variety of internal staff including data analysts, test developers, information technologists, and program managers. In addition, external facing communication and engagement with collaborators, clients, and subject matter experts from a wide range of medical and health care fields is also necessary. Operational examination programs at the NBME include the United States Medical Licensing Examination®, an extensive medical school examination program that supports the assessment needs of US and international medical schools and numerous client examinations primarily in support of medical specialties. The variety of assessment programs creates a wealth of data and opportunities for applied and theoretical research that can impact practice. This role has been designated as primarily remote which means it generally does not require onsite work more than an average of 2-3 times per month and may require additional prescheduled onsite work.

Essential Job Functions
Consultation & Strategic Planning: Lead, facilitate, and participate in activities requiring measurement/testing expertise in exploration and implementation of new products, services, and strategic planning activities. Participate in research and development activities for NBME in collaboration with other units. Manage and facilitate PADA involvement in strategic initiatives in collaboration with NBME leaders. Operational Psychometrics: Demonstrate critical evaluation and monitor the ongoing health and sustainability of programs. Provide consultation, as needed, to improve score and score reporting activities on individual testing programs. Process Improvement: Direct psychometric efforts in evaluating, creating, and improving complex processes and methodology across NBME products and services. Research and engagement: Plan, direct, conduct, and participate in research projects in the field of measurement and testing. Represent the NBME at meetings of professional organizations and actively participate through committee membership, conference presentations and preparation of articles for scholarly journals Manage external contracts (including consultants, research support, data use agreements) and facilitate
Qualifications Preferred (years of experience, education level etc.)
Extensive knowledge of statistical and measurement concepts including psychometric theory and practice, knowledge of IRT, CTT, equating, test and research design Applied experience with psychometric analyses in operational settings (e.g., generalizability theory, Bayesian methodology, application of machine learning, NLP techniques, adaptive scoring models, process data analytic techniques) Experience Extensive knowledge and experience with practical testing issues and solutions Strong technology and programming skills (e.g., Winsteps, IRTPro; SAS, or R; Python) Excellent oral and written communication skills Strong leadership and management skills, demonstrated experience in applying continuous improvement principles and leading change Excellent interpersonal skills, including the ability to work closely and successfully with individuals from a variety of professional and educational backgrounds. Experience A minimum of 8 years of experience in psychometrics Education Doctoral degree in Educational/Psychological Measurement, Psychometrics, Statistics, or a related field

How to Apply
https://nbme.applicantpro.com/jobs/2606066.html

EMPLOYMENT OPPORTUNITY WITH University of Delaware
POSTING DATE: 10/25/22

Job Title
Tenure Track Assistant Professor, Psychometrics

FLSA Status (exempt, non-exempt)
Exempt

Position Status (full, part-time)
Full Time

Location (city, state)
Newark Delaware 19713 United States

Company Name + Description
University of Delaware: College of Education & Human Development: School of Education

Position Description
University of Delaware Equal Employment Opportunity Statement The University of Delaware is an Equal Opportunity Employer which encourages applications from Minority Group Members, Women, Individuals with Disabilities and Veterans. The University's Notice of Non-Discrimination can be found at http://www.udel.edu/aboutus/legalnotices.html Job No: 499410 Work Type: Faculty Location: Newark Categories: School of Education, Full Time University of Delaware: College of Education & Human Development: School of Education Position. A tenure-track assistant professor position is available starting September 1, 2023. The School of Education in the College of Education and Human Development (CEHD) at the University of Delaware seeks an exceptional researcher with a strong scholarly record in the field of psychometrics in areas such as advanced item response theory, dimensionality assessment, computer-based testing, accountability and testing, generalizability theory, and equating. Required Qualifications • Ph.D. or Ed.D. in education, statistics, psychology, or related field by the start date, with demonstrated knowledge of educational research methodology. • Demonstrated working knowledge of current technical measurement issues, including: scaling, dimensionality, IRT and MIRT models, hierarchical modeling, equating, sampling, and generalizability. • Knowledge of and demonstrated ability to apply current research findings related to: measurement theory; factor structures; sub-score reporting; validity theory and evaluation of validity claims; accuracy and consistency of scores and classifications; evaluation of intended and unintended consequences of assessments; computer-adaptive and computer-based testing; identification of possible test bias; scaling and growth models; standard setting, and data visualization. • Advanced skills with computer programs such as R, Mplus, Python, SAS, SPSS, Winsteps, and a specific focus on psychometric analysis. Preferred Qualifications • A strong publication record, or the potential for such a record. • A strong record of, or potential for, obtaining external funding. • Experience working in collaborative teams. • Experience connecting measurement to policy and equity and fairness. • Demonstrated excellence and commitment to teaching and mentorship at both the undergraduate and graduate levels. Responsibilities Responsibilities include sustaining a significant research program, supervising doctoral research as appropriate, teaching courses on theories of measurement with special emphasis on item response theory, and service as assigned. Teaching and advising responsibilities will primarily be with the Ph.D. in Educational Statistics and Research Methods as well as other nationally-recognized SOE programs based on expertise. About the College of Education and Human Development University of Delaware's College of Education and Human Development (CEHD), defined by its commitment to serve children, youth and families across educational, community and family settings, comprises two academic units, the School of Education (SOE) and the Department of Human Development and Family Sciences (HDFS), as well as several centers for education, research
and service. In all areas of teaching, research and service, diversity, equity and inclusion serve as core values and
guiding principles in CEHD's mission to prepare students to educate, serve and lead in diverse schools and
communities. With undergraduate and graduate programs in teacher preparation, educational leadership, education,
human services, human relations administration and more, CEHD offers academic programs that integrate classwork
with enriching field experiences and research apprenticeships to prepare students to address the most pressing
educational and human development challenges of our time. Committed to the development of nearly 1,000
undergraduate and graduate students, more than 100 full-time and jointly appointed faculty members guide students
to become educators, researchers, advocates and leaders in their fields, locally in Delaware and around the globe.
CEHD remains especially committed to serving first-generation college students and those from underrepresented
backgrounds. In partnership with local, regional and national organizations, CEHD identifies critical, real-world
problems in educational, community and family settings, especially within historically disadvantaged communities,
and provides evidence-based solutions through ground-breaking and timely research that advances theory while
informing practice. CEHD faculty contribute research to many areas within education and human development,
including early childhood, education and social policy, education leadership and administration, equity and diversity,
disability and inclusion, family policy and services, the learning sciences, literacy and language, social determinants
of health, social emotional development, STEM education, and teacher preparation and professional development.
Numerous foundations and federal agencies support CEHD research, including the Institute of Education Sciences,
the National Science Foundation and the National Institutes of Health, among others. Since 2019, faculty have
generated $26 million on average in external funding, and the college ranks among the top nationally in obtaining
federal support for education and human development research. CEHD faculty are recognized for their contributions
to national conversations about critical educational as well as human development and family issues, lead
organizations working to address those issues, and provide a range of support to the agencies at the front lines of
improving educational and social opportunities and outcomes. Through 10 centers for research, education and public
service, CEHD faculty, staff and students develop and maintain partnerships with schools, districts, social agencies
and other community organizations to deliver services crucial to the education and human development of children,
youth and families. CEHD centers support schools and districts in accessing and using research, deliver professional
development for educators and leaders, support community members with special education needs and disabilities
and provide instruction for children on a thriving children's campus. About the School of Education The School of
Education (SOE), housed within the College of Education and Human Development, has over 60 full-time faculty
members who serve nearly 600 undergraduate and 360 graduate students. The SOE offers an undergraduate major
in elementary teacher education and minors in educational studies, educational technology and race, culture and
equality in education. The department also offers several robust graduate programs at both the master's and doctoral
level including a Ph.D. in education, a Ph.D. in educational statistics and research methods, an Ed.D. in educational
leadership, an Ed.S. in school psychology and interdisciplinary, joint programs with other University of Delaware
colleges, including a Ph.D. in education and social policy, an M.S. in evaluation science and an M.S. in environmental
education. Supported by the National Science Foundation, the Institute of Education Sciences and other foundations
and federal agencies, SOE faculty contribute rigorous and methodologically diverse research that addresses critical
issues in education. Their research programs contribute to many areas, including educational policy, educational
leadership and administration, language and literacy, mathematics education, the science of learning, sociocultural
and community-based approaches, special education and disability studies and teacher preparation, among others.
SOE faculty are recognized for their contributions to national and international conversations about critical
educational issues, lead organizations working to address those issues and provide a range of support to the
agencies at the front lines of improving educational opportunities and outcomes. About the University of Delaware.
Founded in 1743, UD combines tradition and innovation, offering students a rich heritage along with the latest in
instructional and research technology. Located in Newark, Delaware, within two hours of New York, Philadelphia,
Baltimore, and Washington, D.C., the University is a Land Grant, Sea Grant, Space Grant, and Carnegie Research
University (a research designation accorded to fewer than three percent of the degree-granting institutions in the
U.S.), and with external funding exceeding $200 million annually. A state-assisted, privately governed institution, the
University enrolls approximately 18,000 undergraduates and 4,000 graduate students. The School of Education and
UD strongly believe that our future success is firmly predicated on our steadfast commitment to diversity, equity, and
inclusive excellence. Diversity is a core value and guiding principle for the School of Education's mission to prepare
future scholars, educators, and leaders to educate and lead in increasingly diverse schools and communities.
Applications. Review of applications will begin on November 1, 2022 and will continue until the position is filled.
Applicants should include (1) a 2-3 page letter describing their qualifications for the position, including academic
preparation, scholarship, research accomplishments (including external funding), applied policy/practice work, and
evidence of effective teaching and mentoring, (2) a brief (no more than 1 page) diversity/equity/inclusion statement
that addresses how the candidate has or will teach and mentor a diverse student population, how they will support
diversity initiatives on campus, and the extent to which their own research agenda focuses on equity; (3) a curriculum
vitae, and (4) the names and contact information for 3 references. Please do not send recommendation letters at this
time; we will request letters from semi-finalists. For inquiries, contact: Assistant Professor Zach Collier, Search
Committee Chair, collierz@udel.edu. Notice of Non-Discrimination, Equal Opportunity and Affirmative Action The
University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex,
gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran
status or any other characteristic protected by applicable law in its employment, educational programs and activities,
admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of
1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil
Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits
unlawful harassment including sexual harassment and sexual violence. Applications close: Apply Here: https://www.click2apply.net/GK2xyqU4yDWP9fwDyHqkkG PI194600672

**Essential Job Functions**

**Other**

**Qualifications Preferred (years of experience, education level etc.)**

Ph.D. or Ed.D. in education
## EMPLOYMENT OPPORTUNITY WITH University of Arkansas
**POSTING DATE:** 10/25/22

<table>
<thead>
<tr>
<th><strong>Job Title</strong></th>
<th>Tenure-Track Assistant Professor, Quantitative</th>
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<tr>
<td><strong>FLSA Status (exempt, non-exempt)</strong></td>
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<tr>
<td><strong>Position Status (full, part-time)</strong></td>
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<td><strong>Location (city, state)</strong></td>
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<td><strong>Position Description</strong></td>
<td>Tenure-Track Assistant Professor of Educational Statistics and Research Methods - 9 MONTH (program description: <a href="https://esrm.uark.edu/">https://esrm.uark.edu/</a>)</td>
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### Essential Job Functions

The duties and responsibilities of this tenure-track Assistant Professor of Educational Statistics and Research Methods position include: teaching graduate courses in the educational statistics and research methods program; conducting research that results in refereed publications and professional presentations; pursuing external funding through grant proposal submissions; directing students' independent research projects, theses, and dissertations; advising graduate students and chairing/serving on doctoral advisory and dissertation committees; participating in public service and professional organizations; and engaging in service activities at the program, department, college, and university levels. Regular, reliable, and non-disruptive attendance is an essential job duty, as is the ability to create and maintain collegial, harmonious working relationships with others.

### Qualifications Preferred (years of experience, education level etc.)

Minimum Requirements: An earned doctorate from a nationally recognized and accredited institution with an emphasis in quantitative methodology conferred by the start of employment. Commitment to an active research agenda as evidenced by publications, presentations, and funding activity. Specialization in one or more of the following areas: Bayesian statistics; large-scale data modeling (e.g. missing data, weighting, fitting distributions); machine learning; nonparametric statistics; intensive longitudinal analysis. Advanced computer programming skills. Strong interest in and a professional commitment to the preparation of educational and health professional researchers. Demonstrated effective interpersonal skills and collegiality. Preferred Qualifications: Graduate-level teaching experience. Commitment to diversity, multiculturalism, and/or social justice. Experience submitting and/or securing grant funds. Experience or interest in online education.

### How to Apply


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## EMPLOYMENT OPPORTUNITY WITH University of Delaware
**POSTING DATE:** 10/13/22

<table>
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<tr>
<th><strong>Job Title</strong></th>
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<td><strong>FLSA Status (exempt, non-exempt)</strong></td>
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<td><strong>Position Status (full, part-time)</strong></td>
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[How to Apply](https://uasys.wd5.myworkdayjobs.com/UASYS/job/Fayetteville/Assistant-Professor-of-Educational-Statistics-and-Research-Methods---9-MONTH_R0021984-1)
Position Description
University of Delaware Equal Employment Opportunity Statement The University of Delaware is an Equal Opportunity Employer which encourages applications from Minority Group Members, Women, Individuals with Disabilities and Veterans. The University’s Notice of Non-Discrimination can be found at http://www.udel.edu/aboutus/legalnotices.html Job No: 499376 Work Type: Faculty Location: Newark Categories: Human Development & Family Studies, Full Time COLLEGE OF EDUCATION & HUMAN DEVELOPMENT (CEHD) DEPARTMENT: HUMAN DEVELOPMENT AND FAMILY SCIENCES POSITION: CONTINUING TRACK, ASSISTANT PROFESSOR, EARLY CHILDHOOD EDUCATION LOCATION: NEWARK, DE POSITION DESCRIPTION: Human Development and Family Sciences in the College of Education and Human Development at the University of Delaware invites applications for a continuing-track Assistant Professor in Early Childhood Education (ECE) to begin Fall 2023. We seek an energetic, highly-motivated, and experienced professional who will serve as a role model and mentor for undergraduate and graduate Early Childhood Education students. As a continuing-track faculty member, the successful candidate will primarily engage in leadership and administrative responsibilities for the new Associate's degree program in Early Childhood Education, teach undergraduate courses, and advise undergraduate students. Qualified candidates are eligible for promotion and should be interested in establishing a long-term career at the University of Delaware. This is a continuing, 10-month full-time appointment beginning September 1, 2023. RESPONSIBILITIES: The successful applicant will be primarily responsible for coordinating and implementing the early childhood associate's degree program in its inaugural years, teaching ECE foundational courses (such as child development, ECE curriculum, instruction, assessment courses, and disabilities courses), and advising students in the program. The applicant will be a contributing member of the department, the ECE committee, and will engage in relevant administrative and leadership duties for the ECE Associate's degree program. QUALIFICATIONS: A doctorate in early childhood education, early childhood special education, or related field is required. Teaching certification in Early Childhood Education and/or Early Childhood Special Education and a minimum of three years of successful teaching experience at the early childhood level (birth through 8 years) preferred. Experience teaching in community-based settings is preferred. Teaching experience in higher education, knowledge of educator development, and teacher education program accreditation processes is desired. We are particularly interested in candidates who demonstrate a commitment to excellence in promoting diversity, equity, inclusion, and justice. We also seek a colleague who is committed to mentoring and supporting early childhood professionals who are currently in the workforce in community-based settings. Ability to work with diverse populations and excellent communication and interpersonal skills are essential. The successful candidate will need to complete all necessary background checks (http://www.cehd.udel.edu/background-check-procedure/). THE UNIVERSITY OF DELAWARE, COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT (CEHD), AND THE DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY SCIENCES University of Delaware's College of Education and Human Development (CEHD), defined by its commitment to serve children, youth and families across educational, community and family settings, comprises two academic units, the School of Education (SOE) and the Department of Human Development and Family Sciences (HDFS), as well as several centers for education, research and service. In all areas of teaching, research and service, diversity, equity and inclusion serve as core values and guiding principles in CEHD's mission to prepare students to educate, serve and lead in diverse schools and communities. With undergraduate and graduate programs in teacher preparation, educational leadership, education, human services, human relations administration and more, CEHD offers academic programs that integrate classroom with enriching field experiences and research apprenticeships to prepare students to address the most pressing educational and human development challenges of our time. Committed to the development of nearly 1,000 undergraduate and graduate students, more than 100 full-time and jointly appointed faculty members guide students to become educators, researchers, advocates and leaders in their fields, locally in Delaware and around the globe. CEHD remains especially committed to serving first-generation college students and those from underrepresented backgrounds. In partnership with local, regional and national organizations, CEHD identifies critical, real-world problems in educational, community and family settings, especially within historically disadvantaged communities, and provides evidence-based solutions through ground-breaking and timely research that advances theory while informing practice. CEHD faculty contribute research to many areas within education and human development, including early childhood, education and social policy, education leadership and administration, equity and diversity, disability and inclusion, family policy and services, the learning sciences, literacy and language, social determinants of health, social emotional development, STEM education, and teacher preparation and professional development. Numerous foundations and federal agencies support CEHD research, including the Institute of Education Sciences, the National Science Foundation and the National Institutes of Health, among others. Since 2019, faculty have garnered $26 million on average in external funding, and the college ranks among the top nationally in obtaining federal support for education and human development research. CEHD faculty are recognized for their contributions to national conversations about critical educational as well as human development and family issues, lead organizations working to address those issues, and provide a range of support to the agencies at the front lines of improving educational and social opportunities and outcomes. Through 10 centers for research, education and public service, CEHD faculty, staff and students develop and maintain partnerships with schools, districts, social agencies and other community organizations to deliver services crucial to the education and human development of children, youth and families. CEHD centers support schools and districts in accessing and using research, deliver professional development to educators and other community members with special needs, deliver responsibilities and provide instruction for children on a thriving children's campus. ABOUT THE UNIVERSITY OF DELAWARE Founded in 1743, the University of Delaware (www.udel.edu) combines tradition and innovation, offering students a rich heritage along with the latest in instructional and research technology. Located in scenic Newark, Delaware, within 2 hours of New York, Philadelphia, Baltimore, and Washington, D.C., the University is one of the oldest land-grant institutions in the nation, one of 19 sea-grant institutions, and one of only 13 space-grant institutions. With
external funding exceeding $200 million, the University ranks among the top 100 universities in federal R&D support for science and engineering and has nationally recognized research (Carnegie rated, very high research activity) along with a Carnegie Community Engagement Certification. The University of Delaware is an Equal Opportunity Employer and encourages applications from minority group members and women. The University of Delaware has been recognized for the past five years by the Chronicle of Higher Education as one of America’s best university employers. Learn more at www.udel.edu/about. The University of Delaware strongly believes that our future success is firmly predicated on our steadfast commitment to diversity, equity, and inclusive excellence. Diversity is a core value and guiding principle for our School’s educational mission to prepare future scholars, educators, and leaders to educate and lead in increasingly diverse schools and communities. The University of Delaware is an affirmative action, equal opportunity employer. The University is dedicated to the goal of building a culturally diverse and pluralistic faculty and staff committed to teaching and working in a diverse environment, and strongly encourages applications from women, people who identify with minoritized groups, individuals with disabilities, and veterans.

CONTINUING TRACK AT UD: Continuing track (CT) faculty at the University of Delaware enjoy many privileges (e.g., funding for travel and instructional improvements) and contribute to the scholarship of practice. Our CT faculty regularly present their work at both research and practice-focused conferences and secure internal and external funding to improve instruction and contribute to program development. CT faculty have a vibrant caucus and are often collaborate with campus-based centers such as the Center for Teaching and Learning, Partnership for Public Education, Delaware Center for Teacher Education, and the Center for the Study of Diversity. Additionally, CT faculty have been routinely recognized with teaching and advising awards at both the college and university-level.

APPLICATIONS. Review of applications begins November 15, 2023, but applications will be accepted until the position is filled. Applicants should include: (1) a 2-3 page cover letter describing qualifications for the position, including academic preparation, description of the candidate’s teaching experiences, evidence of effective teaching and mentoring (recent evaluations if applicable), research or teaching interests and accomplishments, leadership and relevant work experience, and commitment to promoting equity and inclusion; (2) a brief (no more than 1 page) diversity/equity/inclusion statement discussing how the candidate’s scholarship, teaching and/or service addresses issues of diversity, equity and inclusion; (3) curriculum vitae; and (4) names of 3 references. Please do not send recommendation letters at this time; we will request letters from semi-finalists. For inquiries, please contact: Dr. Rena Hallam, rhallam@udel.edu. Notice of Non-Discrimination, Equal Opportunity and Affirmative Action The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence. Applications close: Apply Here: https://www.click2apply.net/1YrgyLsAOVowpU5PVcMMPD PI194068323

Essential Job Functions
Other

Qualifications Preferred (years of experience, education level etc.)
Minimum of three years, a Doctorate

How to Apply
https://www.click2apply.net/1YrgyLsAOVowpU5PVcMMPD

EMPLOYMENT OPPORTUNITY WITH University of Kansas
POSTING DATE: 10/13/22

Job Title
Research Project Specialist

FLSA Status (exempt, non-exempt)
non exempt

Position Status (full, part-time)
full time

Location (city, state)
LAWRENCE, KS

Company Name + Description
University of Kansas

Position Description
Accessible Teaching, Learning and Assessment Systems (ATLAS) promotes learning and improved outcomes for all students and their educators. Our primary focus is supporting students with disabilities and struggling learners. We
create technology-based learning and assessment systems that are accessible and academically rigorous. We specialize in map-based learning systems, informed by research on skill development, assessment design, and teacher professional development. Every program and project in our diverse portfolio of operational and grant-funded research strategically aligns with our student- and educator-focused mission. Our work is supported by multiple strategic partnerships with organizations that share our focus and commitment to quality learning experiences for all students. In addition to grant-funded research projects, ATLAS develops and delivers state assessments. Our largest assessment system is the Dynamic Learning Maps® (DLM®) Alternate Assessment System. DLM assessments are designed to assess students with the most significant cognitive disabilities in English language arts, mathematics, and science. We also offer custom social studies alternate assessments. Our broader state assessments include the Kansas Assessment Program and the Kansas English Language Proficiency Assessment.

As an organization, ATLAS is committed to creating policies and practices that foster a diverse, equitable, and inclusive work environment in which all employees belong and can succeed. ATLAS is seeking four (4) Research Project Specialists to contribute to research dissemination efforts across multiple projects and support proposal development. The Research Project Specialists will collaborate closely with senior staff to conduct background research, summarize research findings, support special projects, and develop proposals for externally funded projects. The successful candidates will have a proven ability to write for diverse audiences and independently manage multiple tasks and projects with competing priorities and deadlines. This is a full-time, 40 hours-per-week position. Our staff is predominantly working remotely at this time but also have the option to work in the office if they choose. We will consider an exclusively remote staff person outside of the Lawrence, KS area for this position. KU offers great benefits to employees with up to 176 hours of paid vacation per year, 72 hours of sick leave earned per year, nine paid holidays plus one discretionary day, a retirement program, medical & dental insurance, life and disability insurance, other benefit plan options and State of Kansas discounts offered by various vendors. KU also offers employees educational and professional development opportunities. KU is a great place to work! See benefits.ku.edu for more details.

**Essential Job Functions**

**Job Description:**
40% - Prepare Research Findings for Dissemination to a Range of Audiences. Duties include writing and editing manuscripts, presentations, practitioner-oriented products and website content. 30% - Assist with Proposal Development and Support for Funded R&D Projects Duties include writing and editing documents, preparing and organizing supplemental materials, creating graphics, conducting research (including literature searches and reviews), establishing and monitoring timelines and deliverables and coordinating staff efforts. 15% - Support Special Projects on behalf of Senior Staff Duties include, writing, editing, conducting literature searches, data entry, maintaining repositories and user-testing websites or website platforms. 10% - Assist Senior Researchers with Study recruitment, materials and logistics. Duties include, preparing materials, participating in coding teams, thematic content analysis, and providing qualitative data extracts for analysis. 5% - Other duties as assigned This position allows for a telework or

**Qualifications Preferred (years of experience, education level etc.)**

**Position Requirements**
This position allows for a telework or hybrid work location for well-qualified candidates. A telework position may be required to travel to Lawrence up to four times per year. This position will require attendance at regularly scheduled meetings, onsite or through telecommunication platforms. We will consider an exclusively remote staff person outside of the Lawrence, KS area for this position. Required Qualifications: 1. Bachelor's degree or high school diploma or GED equivalency and three years of relevant experience. 2. One or more years of experience writing and editing material for internal or external audiences, as demonstrated by previous work experience. 3. Two or more years of experience with Microsoft Office Suite and web conferencing tools, as evidenced in application materials and interview. 4. Strong written, verbal, and interpersonal communication skills, as evidenced in application materials and interview. Preferred Qualifications: 1. Bachelor's degree in related field or Master's degree. 2. One or more years of experience professionally editing and/or writing reports, including products for academic and non-academic audiences. 3. Experience applying APA style to written materials. 4. Previous experience developing grant proposals. 5. Knowledge of procedures for searching, reviewing, and synthesizing scholarly literature. 6. Knowledge of ADA accessibility guidelines. 7. Experience with a range of software including SharePoint, Zotero, and Dedoose. 8. Proven ability to effectively collaborate with internal teams, cross-functional teams, and external partners. 9. Flexibility and willingness to adapt and respond to changes in work priorities and processes. 10. Excellent attention to detail in written work.

**How to Apply**
https://employment.ku.edu/research-project-specialist/23412br

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**EMPLOYMENT OPPORTUNITY WITH BSCS**

**POSTING DATE:** 10/13/22

**Job Title**
Postdoc in Science Assessment Research

**FLSA Status (exempt, non-exempt)**
exempt
A postdoctoral associate position at BSCS is a mentored apprenticeship. Postdoctoral associates play a significant role in research, instructional materials development, and/or professional learning projects and engage in a customized postdoctoral learning program with the mentorship of a BSCS research scientist. BSCS provides postdoctoral associates with a salary, full benefits, and an annual budget for professional development and participation in academic conferences. At the completion of a postdoctoral associate appointment, an individual will have acquired additional understanding and abilities required for a research and/or development career in science education and will have authored additional publications and other scholarly works. In collaboration with their mentor, every postdoctoral associate develops a professional development plan with a set of specific goals for the period of their appointment. BSCS research scientists will also provide postdoctoral associates with mentorship in grant writing, manuscript writing, and presentation skills. Postdoctoral associates often serve as mentors to research assistants and associates.

Essential Job Functions
This postdoctoral associate will work with research scientists to co-develop and validate assessments, conduct student interviews, collect and analyze data, present research findings at conferences, and author manuscripts. The postdoctoral associate will have the opportunity to work on one or more projects during their time at BSCS, including the NSF-funded research project: Exploring the Validity of Three-Dimensional Assessments (EVA). The project involves conducting empirical studies to explore what phenomenon-driven, three-dimensional, science assessments are actually assessing and whether they are suitable for use as outcome measures in studies of instructional effectiveness. The primary duty of the postdoctoral associate will include working collaboratively with the project team to collect and revise extant assessments and study how validly the assessments measure middle school students’ three-dimensional science understanding. They will also conduct cognitive think-aloud interviews with these assessments to understand how students apply their understanding to make sense of the phenomena that drive the assessments.

Qualifications Preferred (years of experience, education level etc.)
• Ph.D. in science education, measurement, statistics, or evaluation; • Strong understanding of one or more of the natural sciences; • Familiarity with the Next Generation Science Standards and OpenSciEd instructional materials, particularly at the middle school level; • Knowledge of the educational literature on three-dimensional science assessment, reliability and validity, and equity in assessment; • Strong skills in two or more of the following areas: assessment development, measurement theory, statistics, psychometrics, and mixed-methods research. • a commitment to improving science education; • a commitment to equity and social justice in education; • strong internal motivation; • flexibility and openness to learning; • ability and desire to work collaboratively, to be mentored, to work independently, and to mentor younger researchers; • project management, time management, communication, and writing skills

How to Apply
Position Description
The Department of Medical Education at the University of Illinois at Chicago College of Medicine, the oldest continuously operating department of medical education in the world with a strong commitment to scholarship and leadership in the field, invites applications and nominations for an open-rank tenure-track faculty position in the areas of assessment, measurement, program evaluation, curriculum development, educational leadership, or other areas of health professions education.

Essential Job Functions
* This position carries responsibilities in research, teaching, and service in medical or health professions education, and, for applicants at the Associate Professor or Professor level, opportunities for leadership in departmental programs. * Faculty are expected to maintain active and visible research programs in their area(s) of expertise that advance the field of HPE. * Faculty members teach and advise graduate students in the MHPE program and the Doctoral program in Curriculum Studies with a focus in HPE, as well as teach in the department’s certificate programs and faculty development activities. * Department of Medical Education faculty are encouraged to engage in activities that support UIC’s institutional commitment to diversity, equity, and inclusion.

Qualifications Preferred (years of experience, education level etc.)
* The ideal candidate for these faculty positions will be pursuing an academic career in Health Professions Education (HPE), with broad interests and skills within the discipline as well as depth in an area of study or methodology relevant to health professions education, demonstrated scholarship, and a track record of funding commensurate with experience. Candidates should indicate their specific field(s) of expertise in HPE and describe their experience in teaching. * Experience in medical education or other health professions education is desirable in applicants at the Assistant Professor level, and required for applicants at the Associate Professor or Professor level. PhD, MD, or EdD degree is required.

How to Apply
https://uic.csod.com/ux/ats/careersite/1/home/requisition/1517?c=uic

EMPLOYMENT OPPORTUNITY WITH University of Delaware
POSTING DATE: 10/7/22

Job Title
Tenure Track Assistant Professor, Psychometrics

FLSA Status (exempt, non-exempt)
exempt

Position Status (full, part-time)
full-time

Location (city, state)
Newark, DE

Company Name + Description
University of Delaware

Position Description
A tenure-track assistant professor position is available starting September 1, 2023. The School of Education in the College of Education and Human Development (CEHD) at the University of Delaware seeks an exceptional researcher with a strong scholarly record in the field of psychometrics in areas such as advanced item response theory, dimensionality assessment, computer-based testing, accountability and testing, generalizability theory, and equating.

Essential Job Functions
Responsibilities include sustaining a significant research program, supervising doctoral research as appropriate, teaching courses on theories of measurement with special emphasis on item response theory, and service as assigned. Teaching and advising responsibilities will primarily be with the Ph.D. in Educational Statistics and Research Methods as well as other nationally-recognized SOE programs based on expertise.

Qualifications Preferred (years of experience, education level etc.)
Ph.D. or Ed.D. in education, statistics, psychology, or related field by the start date, with demonstrated knowledge of educational research methodology. Demonstrated working knowledge of current technical measurement issues, including: scaling, dimensionality, IRT and MIRT models, hierarchical modeling, equating, sampling, and generalizability. Knowledge of and demonstrated ability to apply current research findings related to: measurement theory; factor structures; sub-score reporting; validity theory and evaluation of validity claims; accuracy and consistency of scores and classifications; evaluation of intended and unintended consequences of assessments; computer-adaptive and computer-based testing; identification of possible test bias; scaling and growth models;
EMPLOYMENT OPPORTUNITY WITH Curriculum Associates
POSTING DATE: 10/7/22

Someone submitted a custom form (NCME Job Posting Form) on 10/7/2022 at 11:48:24 AM.

To review this contact form go to: https://ncme.site-ym.com/admin/content/custom_form_dataset.asp?id=29442316

Job Title
Director, Efficacy & Implementation Research

FLSA Status (exempt, non-exempt)
Exempt

Position Status (full, part-time)
Full Time

Location (city, state)
Remote

Company Name + Description
Curriculum Associates is a rapidly growing educational technology and publishing company committed to making classrooms better places for teachers and students. At Curriculum Associates (CA), we believe a diverse team leads to diversity in thinking, making our products better for teachers and students. If you read this job description, feel energized by what you see here, and believe you could bring passion and commitment to the role, but you aren’t sure you meet every qualification, please apply! Above all, we are looking for the right person!

Position Description
The Director, Efficacy & Implementation Research will lead a team of researchers to conduct, manage, and publish research studies on the implementation and efficacy of a variety of Curriculum Associate’s curriculum and instructional programs in Math and Reading. The Director will build and manage external research partnerships and share research with internal and external audiences. In this role, you will work with the Senior Director, Research Strategy and other senior leadership across CA to determine the highest priority research projects that will both illustrate the impact of our educational programs on student learning as well as identify areas for program and implementation enhancements.

Essential Job Functions
The impact you’ll have: Mentor early-career team members, to achieve their growth potential as researchers and education professionals Design, conduct, and manage complex (e.g., mixed-method, quasi-experimental) implementation and efficacy studies with a team of master’s level and Ph.D.-level researchers providing deep technical expertise on research design, analysis, interpretation, and communication Manage large and high-profile research initiatives, ensuring that each project stays within budget, is completed on schedule, and that the results are error-free Work collaboratively with various teams at CA (e.g., instruction, professional development, implementation, customer success, service), the Senior Director, Research Strategy and other senior leadership to determine the annual research priorities for efficacy and implementation Establish and manage strategic partnerships with external researchers, consultants, and nationally-recognized experts in educational research Manage the Efficacy Advisory Committee and prepare documentation and presentations for meetings Be responsible for the documentation and dissemination of research findings in a variety of internal and external settings, for a variety of audiences Travel Requirements: Less than 10% of total time. Travel for this position will likely include two semi-annual team meetings, two semi-annual technical advisory committee meetings, and travel to national conferences when proposals have been accepted. Additional travel for specific projects may be required.

Qualifications Preferred (years of experience, education level etc.)
What we’re looking for: Clear expertise in designing and executing a variety of complex educational research studies and using the results to drive program improvement A Ph.D. in educational research, program evaluation, or other related social science research methodology and 5-7 years post-PhD experience designing and executing educational program evaluation using mixed-methods, experimental, and quasi-experimental design Experience and proven success in managing a team of researchers Experience communicating complicated research findings to a
EMPLOYMENT OPPORTUNITY WITH NBOME
POSTING DATE: 10/7/22

Job Title
Psychometrician

FLSA Status (exempt, non-exempt)
Exempt

Position Status (full, part-time)
Full

Location (city, state)
Chicago, IL

Company Name + Description
National Board of Osteopathic Medical Examiners (NBOME)

Position Description
Responsibilities: • Remote option available • Conducts item and test analysis to ensure quality and integrity of current and new products and enhances quality of existing products including test design, standard setting, equating, scoring and reporting. • Designs, conducts, and coordinates psychometric research. • Submits research for professional presentation and publication related to the validity and defensibility of NBOME services and testing products. • Internal coordination of: departmental planning; IT needs; cross-functional teams; activities in support of psychometric analysis and research; other internal processes. • Other duties as requested by supervisor or senior leadership staff.

Essential Job Functions
Qualifications: Minimum of two years of work experience as a psychometrician related to psychological and educational testing required. • Experience or education must include utilizing psychometric methods, statistical procedures, and applications of classical test theory (CTT) and item response theory (IRT) in test design and analysis. • Strong background in applying CTT and IRT to large-scale testing programs; • Proven ability to analyze and solve measurement problems in testing operations, experience in designing, conducting, summarizing and presenting psychometric studies • Strong data analysis skills and scientific computing skills using SAS, work well with exam committees and interdepartmental colleagues. • Strong psychometric analysis skills using WINSTEPS or IRT PRO to conduct calibrations, equating and scaling • Strong oral and written communication skills.

Qualifications Preferred (years of experience, education level etc.)
• Minimum of two years of work experience as a psychometrician related to psychological and educational testing required.

How to Apply
To Apply: Please submit a resume summarizing your qualifications to Human Resources by email at HRadmin@nbome.org. NBOME is an E-Verify participant. The NBOME is an Equal Opportunity Employer that complies with applicable state and local laws governing nondiscrimination in employment in every location in which the organization has facilities. Applicants must be legally eligible to work in the United States.
POSTING DATE: 10/7/22

**Job Title**
Harvard Strategic Data Project Fellow

**FLSA Status (exempt, non-exempt)**
TBD

**Position Status (full, part-time)**
Full-time; fellowship

**Location (city, state)**
United States - Multiple US Locations

**Company Name + Description**
Center for Education Policy Research at Harvard University
The Center for Education Policy Research at Harvard University (CEPR) partners with districts, states, foundations, and university-based researchers to leverage data, address education policy questions and improve outcomes for all students. The Strategic Data Project (SDP), an initiative of the Center, helps education system leaders use data and evidence in their strategic decision-making.

**Position Description**
Join a powerful, growing community of over 500 forward-thinking data advocates and leaders across more than 38 states and 240+ education organizations. The Strategic Data Project (SDP) is an initiative of the Center for Education Policy Research at Harvard University. The SDP Fellowship program helps school system leaders use data and evidence in strategic decision-making to improve public education. By placing fellows in school systems and education organizations across the United States, SDP provides a unique entry point for passionate quantitative researchers and data strategists who want to make a difference. NOTE: Fellows are paid an annual salary of $75k-90k plus appropriate benefits by their placement agency. Salary is commensurate with experience and must be negotiated with host agency. The Fellowship lasts two years (Fall 2023 - Summer 2025) with the possibility for longer-term employment. Although the location of this posting is Cambridge, MA, fellowship placements are available in various locations across the United States and shift from year to year. Application Timeline: Priority Round I: Applications open October 1, 2022; applications reviewed following October 25, 2022, deadline. Memo assignment due: November 1, 2022 Phone screens: November 8 – November 16 Selection Day: December 13-14 Placement interviews: Early 2023 Round II: Applications open October 26, 2022; applications reviewed following January 18, 2023, deadline. Memo assignment due: January 30, 2023 Phone Screens: February 6-10, 2023 Selection Day: February 28 – March 1, 2023 Placement interviews: Spring 2023 Additional rounds TBA. QUESTIONS? Reach out to sdprecruitment@gse.harvard.edu JOIN AN INFORMATIONAL WEBINAR: https://sdp.cepr.harvard.edu/calendar/upcoming

**Essential Job Functions**
SDP Fellows are placed in full-time roles at host agencies including school districts, charter management organizations, state education departments, institutions of higher education, postsecondary systems, foundations, and education nonprofits. As a fellow, you and your host agency will develop clear priorities and plans for using data and build organizational willingness to use data for decision-making. Over the course of two years, fellows participate in a series of tailored workshops, both virtual and in person, to develop their measurement, leadership, communication and education policy skills. Training is delivered by Harvard-affiliated researchers and practitioners and fellows are supported by faculty advisors, Fellowship alumni mentors, and their colleagues across the SDP network. In the past, fellows have tackled strategic data projects in one of the following focus areas: program evaluation data visualization early warning indicator systems data management governance survey design and analysis data dashboards student pathways and postsecondary success teacher quality

**Qualifications Preferred (years of experience, education level etc.)**
SDP seeks candidates who possess: a strong background in applied quantitative analysis, an advanced degree (Master’s level or higher) by summer 2023 at least four years of relevant work experience by summer 2023 a demonstrated passion for education reform a track record of collaboration, humility, and ability to guide change an entrepreneurial and innovative spirit flexibility, adaptability, and persistence ability to communicate complex information to various audiences

**How to Apply**
https://sdp.cepr.harvard.edu/apply

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EMPLOYMENT OPPORTUNITY WITH **University of Delaware**

**POSTING DATE:** 9/30/22

**Job Title**
Tenure Track Faculty Position, Human Development a
The University of Delaware strongly believes that our future success is firmly predicated on our steadfast commitment and its commitment to excellence. With approximately 17,000 undergraduates and 4,000 graduate students, the University of Delaware has been recognized for the past five years by the National Institute of Education and the National Science Foundation. A privately governed, state-assisted institution, the University enrolls approximately 17,000 undergraduates and 4,000 graduate students. The University of Delaware has been recognized for the past five years by the National Institute of Education and the National Science Foundation.

THE UNIVERSITY OF DELAWARE

Established in 1743, the University of Delaware combines tradition and innovation, offering a rich heritage along with the latest in instructional and research technology. Located in Newark, Delaware, within two hours of New York, Philadelphia, Baltimore, and Washington, D.C., the University is a Land Grant, Sea Grant, Space Grant, and Carnegie Research University (a research designation accorded to fewer than three percent of the degree-granting institutions in the U.S.), and with external funding exceeding $240 million annually. A privately governed, state-assisted institution, the University enrolls approximately 17,000 undergraduates and 4,000 graduate students. The University of Delaware has been recognized for the past five years by the Chronicle of Higher Education as one of America's best university employers. Learn more at www.udel.edu/about.

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to diversity, equity, and inclusive excellence. Diversity is a core value and guiding principle for our School’s educational mission to prepare future scholars, educators, and leaders to educate and lead in increasingly diverse schools and communities. The University of Delaware is an affirmative action, equal opportunity employer. The University is dedicated to the goal of building a culturally diverse and pluralistic faculty and staff committed to teaching and working in a diverse environment, and strongly encourages applications from women, people who identify with minoritized groups, individuals with disabilities, and veterans. Applications Review of applications will begin on Nov 1, 2022 and will continue until the position is filled. Applicants should include (1) a 2-3 Statement of Interest describing their qualifications for the position, including academic preparation, scholarship, research accomplishments (including external funding), applied policy/practice work, and evidence of effective teaching and mentoring, (2) a brief (no more than 1 page) diversity/equity/inclusion statement discussing how the candidate’s scholarship, teaching and/or service addresses issues of diversity, equity and inclusion; (3) curriculum vitae, and (4) names of 3 references. Please do not send recommendation letters at this time; we will request letters from semi-finalists. For inquiries, contact: Associate Professor Allison Karpyn, Search Committee Chair, karpyn@udel.edu.

Notice of Non-Discrimination, Equal Opportunity and Affirmative Action The University of Delaware does not discriminate against any person on the basis of race, color, national origin, sex, gender identity or expression, sexual orientation, genetic information, marital status, disability, religion, age, veteran status or any other characteristic protected by applicable law in its employment, educational programs and activities, admissions policies, and scholarship and loan programs as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, and other applicable statutes and University policies. The University of Delaware also prohibits unlawful harassment including sexual harassment and sexual violence. Applications close: Apply Here: https://www.click2apply.net/rXkdokc71ExEDTZP8SzzDZ PI192890399

EMPLOYMENT OPPORTUNITY WITH OSU
POSTING DATE: 9/30/22

Job Title
Open Rank:

FLSA Status (exempt, non-exempt)
Exempt

Position Status (full, part-time)
Full time

Location (city, state)
Columbus, Ohio

Company Name + Description
The Ohio State University

Position Description
Open Rank: Assistant Professor, Associate Professor, or Professor

Essential Job Functions
The Department of Psychology at The Ohio State University invites applications for a tenure-track Assistant or tenured Associate Professor or Professor for a position in quantitative psychology. Applicants should be specialists in one or more of the following: psychometrics and psychological testing (e.g., measurement theories and test construction, reliability and precision of measurement, types of validity, test norming, test and item bias), statistical modeling of measurement related research topics (e.g., item response theory, factor analysis, structural equation modeling), and/or development of methods for longitudinal and time-series models.

Qualifications Preferred (years of experience, education level etc.)
Candidates must have earned a Ph.D. in psychology or a related field prior to the expected start date (August 14, 2023). ABDs are welcome to apply. All candidates are expected to have a publication record commensurate with career stage and a fundable research program, make significant contributions to other substantive areas (neuroscience, cognitive, clinical, developmental, social and decision psychology, Intellectual Developmental Disabilities, and educational testing), and contribute to both graduate and undergraduate supervision and instruction. We encourage applications from women, members of underrepresented minority groups, and individuals with a commitment to mentoring underrepresented demographics in the sciences. Appointment is contingent on the
university’s verification of credentials and other information required by law and/or university policies, including but not limited to a criminal background check. Applicants at every rank will be considered.

How to Apply
Apply to Academic Jobs Online at: https://academicjobsonline.org/ajo/jobs/22836. A complete application consists of a cover letter, curriculum vitae, research, teaching, and diversity statements, and the contact information of three referees. The diversity statement should articulate your demonstrated commitments and capacities to contribute to diversity, equity, and inclusion through research, teaching, mentoring, and/or outreach/engagement. Review of applications will begin on October 15th, 2022 and will continue until the position is filled. Inquiries may be directed to Dr. Jolynn Pek at pek.5@osu.edu.

EMPLOYMENT OPPORTUNITY WITH CMU
POSTING DATE: 9/23/22

Job Title
COORDINATOR/PROGRAMMATIC EVAL & ASMT/CMED

FLSA Status (exempt, non-exempt)
non-exempt

Position Status (full, part-time)
Full Time

Location (city, state)
Mt. Pleasant, MI

Company Name + Description
Central Michigan University College of Medicine: The Central Michigan University (CMU) College of Medicine educates diverse students and trains culturally competent physicians to provide comprehensive health care and services to underserved populations in Michigan and beyond. Our faculty, staff, and graduates advance health and wellness through exceptional education, innovative research, quality patient care and strategic collaborations to improve the health and wellbeing of individuals and communities.

Position Description
As a member of the Office of Medical Education in the College of Medicine, the coordinator is responsible for ensuring the development and delivery of student assessments across the MD program and the accurate and timely documentation of student outcomes. The coordinator is responsible for working with faculty and other support staff to ensure that all student assessment activities are in place to meet programmatic timelines. This position is responsible for coordinating the evaluation activities necessary for effective course, segment and programmatic evaluation of the curriculum as mandated for accreditation.

Essential Job Functions
ASSESSMENT: Maintains Office of Medical Education course assessment software including grade books. Works closely with faculty to develop course/clerkship assessments, assessment timelines and administration of assessments. Serves as operational director for all on-line computerized testing (all campuses). Coordinates and oversees exam review for Year 1-2. Serves as the NBME School Account Manager to the National Board of Medical Examiners (NBME). Serves as Chief Proctor for NBME examinations. Provides oversight and training for all proctors for NBME administrations. Works with faculty to review exam and question statistics to improve the quality of examinations. Maintains the accuracy and confidentiality of student assessment records across all 4 years to ensure that the educational requirements of the MD program are met by all students prior to graduation. Ensures FERPA compliance of the academic record. Ensures the timely posting of grades. Prepares annual reports of student performance on internal and external exams as requested. Trains faculty/staff on how to use the assessment portions of the curriculum management system. EVALUATION: Supports the extraction of historic course, segment, and curriculum as a whole outcome data (grades, evaluations, etc.); curriculum committee in preparation of course review as part of CQI activities. Performs other duties as assigned. Demonstrated commitment to diversity by working to develop a culture of inclusion and mutual respect.

Qualifications Preferred (years of experience, education level etc.)
Bachelor’s degree, preferably in education/administration or a combination of education and experience that equates to four years. Two years of experience, preferably in data management or software applications. Demonstrated excellent written and oral communication skills. Excellent interpersonal skills. Ability to work independently. Ability to effectively problem solve. Ability to perform the essential functions of the job.

How to Apply
https://www.jobs.cmich.edu/postings/36717
EMPLOYMENT OPPORTUNITY WITH ISC2
POSTING DATE: 9/23/22

Job Title
Sr. Psychometric Services Manager

FLSA Status (exempt, non-exempt)
Exempt

Position Status (full, part-time)
Full-time

Location (city, state)
Remote - anywhere in the United States

Company Name + Description
ISC2 (ISC)² ® is the world’s largest nonprofit membership association of certified cybersecurity professionals. We’re committed to helping our members learn, grow and thrive by providing world-class cybersecurity qualifications, professional development and engagement opportunities that inspire a safe and secure cyber world. With a membership more than 168,000 strong, we empower professionals who touch every aspect of information security. We strive for a true sense of belonging for all our employees and strive to foster authenticity, trust, empowerment and connectedness that leads to everyone’s success. For more information, visit www.isc2.org/dei.

Position Description
The Sr. Psychometric Services Manager is responsible for planning and conducting item development; job task analysis; exam form construction; standard setting benchmarks; enacting exam security policies, procedures and investigations; enacting exam administration policies and procedures; contracting and managing third-parties to help develop products; developing departmental policies and procedures and complying with ANSI rules and regulations for ANSI credentialing of the (ISC)² certification programs.

Essential Job Functions
Planning, implementing, and maintaining (ISC)² credentialing exams. Planning, implementing and executing exam development workshops in support of new credential creation, existing credential management and maintenance. Interfacing with ANSI for yearly renewal audits. Filling the role of workshop manager and a facilitator for (ISC)² JTA and Standard Setting workshops. Overseeing contracted exam development facilitators. Interfacing with testing vendor to perform analysis and quality control for the test forms/pools. Managing third-party contracts that meet (ISC)²’s customer’s expectations with timetables, deliverables, high integrity and quality controls. Consulting with other departments in and outside of (ISC)² (for example, customer support, exam administration, training vendors, etc.), and providing expertise to them to maintain customer satisfaction. Defining Key Performance Indicators (KPIs) for self, employees and the contract personnel that clearly define goals, deliverables, and schedules. Delivering high quality and up to date products to meet customer expectations and customer satisfaction goals. Developing and maintaining departmental Exam Development, Exam Administration and Exam Security policies and procedures. Leading compliance with ISO 17024. Assisting in planning, preparing, managing and maintaining department’s budget. Managing candidate comments and feedback regarding psychometrics. Planning and directing projects to translate examinations to foreign languages. Oversee item bank administration, maintenance and reporting. Oversee examination results reporting process. Ensure accurate candidate and public communications. Ensure that all examinations are psychometrically sound and defensible. Supervise Exam Department Exam Specialist & Travel and Meeting Planner Miscellaneous duties as assigned.

Qualifications Preferred (years of experience, education level etc.)
A graduate degree from an accredited university in Psychometrics or related field. PhD is preferred. A minimum of 8 years of experience is required. Excellent interpersonal skills and experience to communicate with a highly diverse and international client base. Willingness to travel up to 20% (some international travel is required). Previous management or supervisory experience leading experienced professionals. Skills/Competencies: Ability to demonstrate and support the 5 Company Core Values: Integrity, Excellence, Unity, Accountability, Agility Proven leadership skills in the administration and operation of a department, including budgeting and strategic planning. Ability to inspire trust and confidence with peers, clients and volunteers. Constituent retention, volunteer management and motivational skills to support the maintenance and development of certification products. Previous Management experience leading a small to mid-sized team consisting of experienced professionals. Excellent written and verbal communication skills required. Public speaking and presentation experience required. Physical & Mental: Must have ability to concentrate and have attention to detail to ensure accuracy. Must have problem-solving and critical thinking abilities. Ability to multi-task and distribute efforts appropriately among tasks, manage competing deadlines, handle frequent interruptions and maintain a high level of productivity. Flexibility to adapt quickly and easily to changing conditions. Any other relevant experience and skills.
EMPLOYMENT OPPORTUNITY WITH Edmentum

POSTING DATE: 9/21/22

Job Title
Research Scientist (Psychometrician)

FLSA Status (exempt, non-exempt)
exempt

Position Status (full, part-time)
full-time

Location (city, state)
Remote

Company Name + Description
At Edmentum, we are committed to building research-based curriculum and assessment solutions that empower educators and improve student outcomes across the globe. The Edmentum Research and Learning Engineering Team is central to fulfilling our commitment to our national and international educators and learners. The Research Scientists on the Edmentum Research and Learning Engineering Team will have the opportunity to design, innovate, and conduct rigorous research in instruction, learning, and measurement. Each Research Scientist on our team must be curious, collaborative, and have a passion to develop and conduct best-in-class research to provide evidence of valid, useful educational solutions that truly meet the needs of learners and educators.

Position Description
The Research Scientist will contribute to evidenced-based research studies; collaborate with external researchers; and support documentation and presentations to our external Technical Advisory Committee (TAC). The candidate must be able to translate complex psychometric topics into clear information that can be understood by clients and internal staff. Communication of technical and practical research information will be provided in both verbal and written forms, including through research briefs, technical documents, research papers, and presentations. Through these and other modes of research dissemination, the Research Scientist will contribute to progress in the field of educational research, deepening understanding of impacts and outcomes to internal staff, clients, and the larger education and research community. The Research Scientist will contribute to the selection and management of the third-party vendors and university researchers that support Edmentum’s research agenda. At various phases of study development and dissemination, the Research Scientist will collaborate with cross-functional teams including learning design, learning engineering, efficacy, product management, professional services, and marketing. The Research Scientist will have advanced knowledge of valid educational assessment design and psychometric methodologies, including item development and review practices, scaling, equating, and norming. The preferred candidate will have deep knowledge of a range measurement topics, approaches, and models, including principled assessment design, Item Response Theory (IRT), Cognitive Diagnostic Modeling (CDM), adaptive testing (e.g., multistage, CAT), and automated test assembly/LOFT. The Research Scientist will stay abreast of methodological advances in educational and psychometric research, looking for creative new ways to solve important measurement problems at Edmentum.

Essential Job Functions
• Conduct and manage psychometric studies that will ensure Edmentum provides industry-leading, research-based solutions to improve student outcomes. • Implement research specifications accurately and on time; • Document and communicate findings from research studies • Be able to clearly articulate methods and research results to TAC members, internal sales and services consultants, and customers; and in support of proposal responses and external presentations. • Leverage statistical software like R, Python, SAS, or Stata to conduct analyses, run simulations, and automate research tasks • Participate in thought leadership and research dissemination activities like conference presentations, journal publications, and white papers.

Qualifications Preferred (years of experience, education level etc.)
EDUCATION and EXPERIENCE • PhD in Psychometrics, Research and Measurement, Quantitative Psychology, or similar field. • 1+ years of increasing and independent experience in conducting psychometric research. • Ability to program analyses in programs such as R, SAS, and/or Python on large data sets. R and/or Python preferred. • Experience with psychometric research and validity studies (e.g., parameter estimation, vertical and horizontal scaling, equating, norming, test construction, growth models, technical reporting). • Knowledge of modern measurement models such as IRT, CDM, automated test assembly, LOFT, CAT, and/or multi-stage adaptive testing. SPECIALIZED KNOWLEDGE, SKILLS, AND ABILITIES • Strong analytical skills, independent, organized, and
demonstrated strong verbal and written communication. • Highly collaborative individual who can work well with others across projects and teams. • Knowledge of educational programs, instructional approaches, and/or testing industry.

How to Apply
https://boards.greenhouse.io/edmentum/jobs/4641014004#app

EMPLOYMENT OPPORTUNITY WITH CEHD
POSTING DATE: 9/21/22

Job Title
Educational Psychology Department Chair- full prof

FLSA Status (exempt, non-exempt)
exempt

Position Status (full, part-time)
full-time

Location (city, state)
Minneapolis, MN

Company Name + Description
University of Minnesota - Department of Educational Psychology

Position Description
Position Overview The Department of Educational Psychology in the College of Education and Human Development (CEHD) at the University of Minnesota – Twin Cities seeks to fill the Chair of the Department of Educational Psychology position at the rank of Full Professor. This position, a tenured faculty line in the department, provides leadership both as an active high-impact scholar and by supporting scholarship in Educational Psychology. The Chair should be a thought leader in the field and formulate a forward-looking vision for the department, in collaboration with faculty and staff. The Chair nurtures the professional growth of faculty and staff who contribute to the research and teaching missions of the department (tenure- and non-tenure track), including encouraging their nomination for promotion and tenure as well as awards and honors; works to improve the quality of instruction, disciplined inquiry, and outreach/community engagement; and facilitates the creation of a welcoming environment for all individuals. The Chair provides academic leadership to Educational Psychology with support from an Associate Chair and Department Administrator, in consultation with the College Dean and Associate Deans. The Chair has general administrative authority over the department, including budget oversight; represents the department in college-wide administrative planning; and is a member of the CEHD Academic Leadership Team. The Chair is an important face of the department state-wide, nationally, and internationally. All applicants are expected to have strong and fundable research programs and to contribute to graduate and undergraduate supervision and instruction. The Department of Educational Psychology is committed to building a culturally diverse faculty and welcomes and encourages applications from candidates of color and other under-represented groups. This is a 12-month, full-time administrative appointment with a target start date of July 2023.

Essential Job Functions
Job Responsibilities: The Chair will have the following responsibilities: ● Serve as the department’s chief administrative officer, with authority and responsibility for student recruiting, programs and resources, personnel, budget development and oversight, development and fundraising, and administrative planning. ● Promote excellence and innovation in interdisciplinary research, teaching, and community engagement that is consistent with the mission and goals of the Department of Educational Psychology and CEHD. ● Fulfill teaching and research duties as a faculty member, including staying current with new developments in the candidate’s field of scholarship. ● Maintain involvement with professional organizations. ● Espouse and practice principles of affirmative action and equal opportunity, and promote diversity, equity and inclusion in the student body and workforce. ● Promote professional commitments to social justice, diversity, equity, inclusion, and antiracist practices in the department’s policies and procedures. ● Provide leadership in faculty and staff development: orient new faculty members, conduct annual reviews, manage the tenure and promotion process consistent with CEHD and University policies, nurture the professional development of faculty and staff toward excellence and national distinction in research, teaching, and community engagement. ● Establish, communicate, interpret, and administer the department’s fiscal, programmatic, self-governance, and personnel policies. ● Provide leadership for strategic short-term and long-range goals, objectives, and plans. ● Delegate authority appropriately to other leadership in the department. ● Oversee the agenda for and preside at faculty meetings; appoint ad hoc committees as necessary. ● Represent the department in its internal and external affairs. ● Promote a positive and respectful climate that values problem solving, conflict resolution, and collegiality.

Qualifications Preferred (years of experience, education level etc.)
QUALIFICATIONS *All required qualifications must be documented on application materials for fullest consideration.
Required Qualifications: ● Hold a doctoral-level degree in a field represented within the department. ● Qualified (as determined by full professors in the department as well as the CEHD Dean and University Provost) for appointment at the rank of tenured Full Professor. ● Show a commitment to action-oriented leadership regarding social justice,
diversity, equity, and inclusion. ● Have evidence of a well-established national or international reputation for productivity in one or more areas of academic scholarship within the department. ● Have evidence of effectiveness in teaching, advising, and outreach/service with a demonstrated commitment to the profession of education/educational psychology. ● Have evidence of successful administrative experience in positions such as director or department chair/head, program coordinator, or director of graduate studies in a multi-disciplinary unit within a research-focused institution. ● Have evidence supervising individuals in diverse roles (e.g., tenure- and non-tenure-track faculty; instructional and non-instructional staff). ● Have experience with a diverse range of program types, from initial teacher licensure to positions as school psychologists or counselors, to undergraduate education and more traditional MA and PhD programs (see programs listed below). ● Have evidence of effective communication skills with constituents and stakeholders. Preferred Qualifications: ● Demonstrated skills in interpersonal communication, administrative leadership, supervision, and team building. ● Strong writing skills, including the preparation of planning and evaluation reports, project proposals for outside funding, and scholarly publications. ● Demonstrated success in procuring external funding for research and programmatic initiatives. ● Demonstrated success in mentoring and developing faculty and staff. ● Demonstrated success in data-based decision making. ● Demonstrated experience in increasing the racial and ethnic diversity of students/faculty/staff in an academic department, including positive retention. This position is supported by a Department Administrator who effectively manages the day-to-day administrative operations of the department, provides supervision and oversight to administrative staff who provide support to the department and program areas, and handles projects as assigned. The department is comprised of 25 tenured/tenure-track faculty, 13 contract faculty, 20 instructional staff, 7 administrative department staff, and 11 research staff funded by sponsored projects.

How to Apply
Applications must be submitted online: https://hr.myu.umn.edu/jobs/ext/351236. For general questions about the application process, contact Alicia Vegell at epsy-hr@umn.edu. To request an accommodation during the application process, please e-mail employ@umn.edu or call (612)-624-UOHR (8687). Please direct your questions about the position to the search committee chair, Dr. Stacey Horn (sshorn@umn.edu). Application Deadline For best consideration, applications should be received no later than October 17, 2022. Applications will be accepted until the position is filled.

EMPLOYMENT OPPORTUNITY WITH University of Georgia
POSTING DATE: 9/15/22

Job Title
Tenure-track Assistant Professor

FLSA Status (exempt, non-exempt)
N/A

Position Status (full, part-time)
full time

Location (city, state)
Athens, GA

Company Name + Description
Department of Educational Psychology, University of Georgia

Position Description
The Department of Educational Psychology at the University of Georgia invites applications for a tenure-track Assistant Professor with expertise in Quantitative Methodology to begin in August 2023. The mission of the Quantitative Methodology (QM) program is to advance the theory and practice of statistics and measurement in the social and behavioral sciences. The program prepares graduate students for research and analysis as well as advanced training in psychometrics, educational assessment, and quantitative research methodology. The area of specialization for the candidate's research and teaching assignment is open, with a preference for a scholar whose research focuses on advancing contemporary methodology for (a) experimental research design and analysis, (b) causal modeling, (c) the assessment and measurement of complex traits and behaviors, or (d) data science, machine learning and methodological oriented artificial intelligence. Applications received by October 10, 2022, are assured of full consideration.

Essential Job Functions
The successful applicant will be expected to maintain a high-quality research program, seek external funding, serve as a mentor for students in research, teaching and service, direct theses and dissertations, participate in faculty governance, and contribute to the QM Program community and the Department of Educational Psychology. This position requires a) teaching the equivalent of two courses per semester in the program or department and b) the delivery of both face-to-face and online instruction.

Qualifications Preferred (years of experience, education level etc.)
• A doctorate degree (Ph.D. or similar) at the time of employment with a specialization in assessment and measurement, psychometrics, quantitative psychology, statistics with research interest in quantitative methodologies in educational or behavioral sciences or a closely related field. • Evidence of promise of moving towards a strong record of scholarly research that advances methodology. This includes an active record of scholarship and productivity in terms of peer-reviewed publications in academic journals and professional presentations commensurate with experience. • Evidence or strong potential for seeking and attracting external funding. Evidence of potential may include success with small-scale proposals, training/preparation relative to seeking external funds, and/or research in novel and high interest areas for funding sources. • Evidence or the promise of teaching graduate courses and mentoring students, such as record of presentations and trainings, course evaluations, informal mentoring in terms of working with others on projects • Excellent communication and interpersonal skills.

How to Apply
To apply https://www.ugajobsearch.com/postings/277825

EMPLOYMENT OPPORTUNITY WITH Icahn School of Medicine
POSTING DATE: 9/15/22

Job Title
Program Manager, Assessment & Evaluation

FLSA Status (exempt, non-exempt)
exempt

Position Status (full, part-time)
Full-time

Location (city, state)
New York, NY

Company Name + Description
Icahn School of Medicine at Mount Sinai

Position Description
The Program Manager for Assessment is responsible for providing data and analyses to support the continuous quality improvement processes of assessment methods utilized in the undergraduate curriculum. Reporting to the Associate Dean of Assessment and Evaluation, the incumbent maintains timely and actionable analyses of a variety of curricular activities. The objective of the position is to ensure assessments provide valid inferences to determine achievement.

Essential Job Functions
Duties and Responsibilities Collaboratively develop, review and refine formative and summative assessments with faculty including, but not limited to, multiple choice exams, longitudinal assessments, OSCEs (Objective Structured Clinical Exam), and workplace-based assessments that align with desired student outcomes. Serve as an assessment specialist by coaching faculty, staff, and learners on appropriate implementation and use of assessment tools and resources. Lead the curriculum team in assessment instrument development including exam blueprints, standard setting, observation protocols, scoring rubrics, questionnaires, surveys, etc. Utilize databases with assessment data, analyze assessments as part of continuous quality improvement processes, and provide specific feedback to faculty regarding their assessments. Use performance metrics and analytics to ensure that evidence supports assessment methodologies employed. Review and provide feedback to clerkship directors and curricular leadership regarding clerkship site differences in grades. Overseer curriculum grading processes including, but not limited to, grading calculations and remediation management.

Qualifications Preferred (years of experience, education level etc.)
Minimum Education MS in education, testing, psychometrics or other related fields Minimum Related Experience Minimum 5 years in higher education environment Qualifications/Skills Ability to synthesize multiple data sources to provide program evaluations Demonstrated leadership skills Exceptional interpersonal and communication skills Judgment and ability to problem solve with professionalism Knowledge of statistical methods and software (e.g., SAS, SPSS) Understanding of item analyses and other methods to ensure testing rigor

How to Apply
https://www.indeed.com/job/program-manager-assessment-evaluation-47d325d316ae4fc4