Haverford College
Director of Analytics and Predictive Modeling Position Profile

Executive Search Partner: Triad Academic Search
10/10/22
Haverford College is consistently ranked among the top 20 undergraduate liberal arts colleges in the United States. Located outside Philadelphia, it is highly regarded for its rigorous and intensely personal undergraduate education, which is delivered in a beautiful arboretum setting and anchored in its Honor Code. The vast majority of students live on campus and are active in athletics, student clubs, internships, service activities and self-governance. Haverford was founded by Quakers in 1833, who believed that academic excellence, offered in a setting of tolerance and mutual respect, would serve a larger goal of "educating the whole person." While Haverford is nonsectarian today, those same values continue to inspire and distinguish its students and alumni.
Haverford’s intentionally diverse curricular requirements ensure that students are well-rounded, expansive thinkers. Students take courses in each of three major academic divisions for a variety of ideas, concepts, and intellectual approaches. Featuring 56 individual programs focused on individual growth, Haverford offers specialized majors, minors, and concentrations. 54% of the student population has a minor or a concentration. Additionally, Haverford’s unique four-college exchange program with Bryn Mawr, Swarthmore, and the University of Pennsylvania allows them to retain the strengths of the small college experience, while offering the expanded resources and opportunities usually found at a larger university. Haverford students can take a staggering array of classes at any of these Quaker Consortium schools.

Haverford has chosen to remain small and to foster close student/faculty relationships as a commitment to excellence and a concern for individual growth. 98% of Haverford’s 1,435 students live on campus, the student-to-faculty ratio is 9:1, and they were listed #25 in Forbes’ top liberal arts colleges. Additionally, they have a 92%
graduation rate, and all students complete a senior thesis. Haverford’s faculty is noted for its strength in both scholarship and teaching, and its members expect to transmit to students their enthusiasm and high standards. The faculty members are teaching at an undergraduate college of arts and sciences by choice and they expect to learn, as well as to teach, in this close relationship with undergraduates.

Haverford students and graduates are extremely successful. They are regularly recognized for scholarly achievement through awards and fellowships such as Fulbright, Watson, Guggenheim, and the Nobel Prize. Of Haverford’s students and graduates, 4 are Nobel Prize winners, 85 are Fulbright Scholars, 5 are MacArthur Fellows, 28 are Goldwater Scholars, 69 are Watson Fellows, 20 are Rhodes Scholars, 27 are Guggenheim Scholars, and 6 received the Pulitzer Prize.

Haverford students are admitted to medical school, law school, and other professional schools at rates that are significantly higher than the national average. Recent graduates have gone to programs at the University of Chicago, Duke, Johns Hopkins, Harvard, MIT, UCLA, Cambridge, and the University of Pennsylvania, to name a few. Alumni pursue careers ranging from business and finance (22%), to healthcare (17%), to public service and government (9%), to law and legal services (8%), to science and technology (13%), to education (19%), to communications, leisure, and tourism (7%), and architecture, arts, and museums (5%). Wherever Haverford graduates go, they achieve great things.
In his 1918 book about Haverford College, its then President Isaac Sharpless described its unique standing among higher education institutions: “The purpose is to make the whole Haverford family, managers, alumni, faculty, and undergraduates, a loyal and interested democracy. It is on such a platform that our small college has been standing...and it has no intention of following the well-meant advice of its larger brethren to close its doors or change its general policy.”

A century-plus later, those ideals still hold true and the Haverford educational experience leaves a lasting influence on its graduates. No matter their career paths, no matter their expertise, Haverford alumni are recognizable as sophisticated and compassionate actors and thinkers, who care deeply about the communities they serve and are distinguished by their leadership. Chief among the College’s distinctive features is the high-degree of responsibility and independence that its students are afforded in governing their own activities and as active stakeholders in Haverford’s institutional governance and operations.
The Institutional Advancement Division propels Haverford’s mission and values through inspired engagement and philanthropy. We support the strengthening of the College’s values-based liberal arts education through its relationships with alumni, parents/families and friends, and by building Haverford’s reputation as a remarkable institution of higher learning. Particularly in the case of Haverford alumni, we view their relationships with the College and their fellow alumni as lifelong and strive to enrich them through different engagement and volunteer opportunities.

At Haverford, this is an exciting time. We are in the midst of developing a new strategic plan that will position the College for its next decade and lead up to its 200th anniversary (Haverford was founded in 1833). Expecting to conclude in the next six months, this collaborative community-wide effort will set the institutional aspirations and priorities that will inform our next comprehensive campaign. In tandem with the development of Haverford’s new strategic plan, Institutional Advancement has created a data-informed multi-year and multifaceted plan that undergirds growing the Division, recalibrating several departments, adding new functions, and preparing for a robust campaign. Over the next two years, Institutional Advancement will expand its staffing between 25-40%, across multiple areas (Philanthropy, Alumni and Constituent Engagement, Advancement Operations, and Charitable Gift Planning), and at all levels of its operations, such as Advancement Communications, Volunteer Recruitment and Development, Principal Gifts, and Analytics and Predictive Modeling. We seek enthusiastic, high-caliber professionals to join our existing team of excellent colleagues and help propel Haverford forward through the launch of our comprehensive campaign and fulfillment of Institutional Advancement’s multi-year and multifaceted plan.
Institutional Advancement is being led by Ara Serjoie who has served as Vice President since August 2021. His 28-year career has spanned higher education, youth development, and health care. Ara lived in Tehran, West Berlin, and London before moving to the United States to pursue a bachelor’s degree in liberal arts and sciences from Utah State University. He holds a master’s in public administration from the University of Utah with an emphasis in nonprofit leadership and earned his Ph.D. in higher education leadership and human resource studies at Colorado State University.
Position Overview
Director of Analytics and Predictive Modeling

The Director of Analytics and Predictive Modeling provides critical data analysis services for Institutional Advancement to support the division’s short and long-term goals, strategic planning, and operations.

**JOB TITLE:** Director of Analytics and Predictive Modeling

**DEPARTMENT:** Advancement Operations, Institutional Advancement

**REPORTS TO:** Assistant Vice President of Advancement Operations

**FLSA STATUS:** HR will determine Exempt ☐ or Non-exempt ☐

**BENEFITS:** Full-time comprehensive benefit eligible

**LAST REVISED DATE:** 9/28/22

**CUPA BENCHMARK:** HR will provide (low) (mid) (high)
Primarily responsible for all Institutional Advancement (IA) analytics and predictive modeling, which supports all fundraising and engagement activities. The Director ensures that all data that is received by IA and lives in its Raiser’s Edge database can be incorporated into project analysis and modeling and is delivered in comprehensible and actionable forms to end users as effectively and efficiently as possible. The Director will work on predictive and prescriptive analytic projects to predict a range of behaviors, whose benefits will include decreasing costs of fundraising, increasing revenues from fundraising activities, and increasing engagement scores. The Director will also coordinate and ensure accurate and timely responses to external surveys (CASE VSE, CASE Alumni Engagement Metrics, Smog Papers, etc.). The Director is responsible for oversight and management of Raiser’s Edge, training IA staff in best practices for Raiser’s Edge, and, as needed, working with other Haverford divisions to use Raiser’s Edge.

The role’s work location/hours will follow that of the College and Institutional Advancement’s policies and procedures.
Primary Responsibilities

- Manages and oversees the development, production, distribution and maintenance of analytics for Institutional Advancement.
- Reaches out to colleagues from across Institutional Advancement and College Communications to learn about analytics needs to provide solutions.
- Develops and validates models for alumni and family engagement and donor and volunteer likelihood.
- Identifies overall trends and patterns in giving, volunteerism, and event participation and searches for explanations and underlying causes.
- Collaborates with colleagues across Institutional Advancement to prepare and support a capital campaign
- Partner with Prospect Research and Management, Philanthropy, Planned Giving, and Principal Gifts teams to develop optimal prospect portfolios for leadership and gift officers
Essential Functions & Responsibilities

Report Management

- Manages and oversees the development, production, distribution, and maintenance of demographic and fundraising analytics and modeling for Institutional Advancement.
  - Creates reports in Raiser’s Edge, Crystal Reports, Tableau, or Excel
  - Sets and enforces policies for reporting, including design, implementation, documentation, storage and security
  - Uses visual analytics to deliver information from data sets that are difficult to present through conventional reporting techniques
  - Serves as the "data hub" for all of IA and is the data resource liaison to Institutional Research
- Leads Institutional Advancement in becoming a more data-driven team, advocates for data in decision making.
- Advocates for data-driven decisions in developing and maintaining prospect pools for Philanthropy, Planned Giving, and Principal Giving.
- Designs custom reports for analytics and modeling.
- Assesses and monitors responses to requests to ensure information is supplied in a relevant and timely manner.
  - Provides structured opportunities such as workshops, tutorials, and documentation to help users
o Writes, updates, and distributes analytics to colleagues and campus partners

o Writes user-level documentation for database, reports, etc.

- Works with the Vice President for Institutional Advancement and Assistant Vice President of Advancement Operations to coordinate Institutional Advancement’s participation in peer benchmarking and other surveys including the CASE’s Voluntary Survey of Education, CASE’s Alumni Engagement Metrics, Smog papers, STAFF, and Seven Sibs.
  
o Work with other offices including Institutional Research and Controller’s Office on data collection projects as needed
  
o Use CASE’s AMAtlas to provide annual updates on peer benchmarks

- Develops and validates statistical models for alumni and family engagement and donor and volunteer likelihood.
  
o Use techniques such as regression, time trend, and recency, frequency, and monetary analysis
  
o Use models to provide strategic insight, make recommendations to optimize resources, and identify fundraising or engagement opportunities

- Works with other departments on campus to obtain and share information that could be used for modeling. Stays informed and learns how predictive modeling is used within fundraising for higher education.
  
o Proposes new uses and/or models for IA based on information learned that helps support constituent engagement and giving success.
Predictive Analytics:

- Identifies overall trends and patterns in giving, volunteerism, and event participation and searches for explanations and underlying causes.
  o Provide in-depth data analysis to understand donor behavior, build segmentation strategies, measure effectiveness of solicitation, find new donors, and implement new initiatives.

- Analyzes and interprets data to identify coding issues and recommend appropriate methods of resolution. Determines data storage methods for insightful data; long-term data used for predictive models.

- Assists others in understanding complex relational issues within data sets, uses information visualization to allow users to see, explore, and understand large amounts of information at once and to convey abstract information in intuitive ways.

Database Training

- Serves as “first tier” training and support for IA users of Raiser’s Edge.
- Shares with users the changes, enhancements, problems, and technical plans regarding Raiser's Edge.

Systems Management

- Manages the Raiser’s Edge database including adding new users, and removing inactive users.
- Works with Instructional and Informational Technology Services (IITS) on Raiser’s Edge updates, patches, errors, and database server issues; conduct tests to ensure system integrity.
- Performs year-end database diagnostics and cleanup utilities.
- Collaborates with IITS staff to ensure effective project management for any College-wide data sharing/information gathering plans that include information stored in Raiser’s Edge.

**Line of Report**

The Director of Reporting and Analytics reports to the Assistant Vice President of Advancement Operations. This position does not have direct reports though it may supervise a student worker.

**Education, Training, & Experience**

- Bachelor’s degree required with preference for a degree in statistics or a related field and 5-7 years’ work experience
- Previous experience with report design required
- Strong statistical and analytical skills
• Demonstrated ability to analyze, troubleshoot and solve data analysis problems
• Demonstrated ability to develop reports
• Demonstrated advanced proficiency in Microsoft Office Suite, Google, and other applications software (may include: Excel, Tableau, Crystal Reports, and SQL).
• Experience with relational databases, SPSS (or SAS), DataDesk
• Experience working with The Raiser’s Edge
• Must have ability to effectively bridge communication between users and the technical team
• Must be on call for troubleshooting during evenings and weekends as required
• Ongoing familiarity with emerging IT technologies
• Must be able to work independently as well as part of a team, and have demonstrated ability to manage multiple projects simultaneously. Must be able to meet deadlines, think strategically
• Personal integrity and ability to appropriately handle confidential and sensitive information
• Must communicate easily with non-technical users about their needs and provide direction and clarity to improve the quality and functionality of the requested information
Special Requirements

All faculty and staff (including contract workers) who are employed or engaged by Haverford College, must be fully vaccinated against COVID-19 (to include a booster dose when eligible), and provide proof of vaccination, unless an exemption from this policy has been granted as an accommodation or otherwise.

Essential or Non-essential Employee

This status determines for the identification, treatment of time, and use of “Essential Personnel” during campus emergencies, including those that dictate suspension of services and/or closure of operations, i.e. inclement weather. During an emergency, Essential Personnel are required to be on campus in order to provide services that relate directly to the health, safety, and welfare of the College, ensure continuity of key operations, and maintain and protect College’s properties.

☐ This is an Essential employee role

☒ This is a Non-essential employee role
Physical Demands and Environmental Conditions Required of this Position
Please check the box that appropriately applies to this position for ADA purposes.

<table>
<thead>
<tr>
<th>PHYSICAL DEMANDS</th>
<th>NEVER 0 Hours</th>
<th>OCCASIONALLY Up to 3 Hours</th>
<th>FREQUENTLY 3-6 Hours</th>
<th>CONSTANTLY 6-8 Hours</th>
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<tbody>
<tr>
<td>Lifting</td>
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<tr>
<td>To exert strength to move objects from one place to another.</td>
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<td>• Sedentary-Lifting 0 to 10 pounds</td>
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<td>• Light-Lifting 10 to 20 pounds</td>
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<td>• Moderate-Lifting 20 to 50 pounds</td>
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<td>• Heavy-Lifting 50 to 100 pounds</td>
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<td>Pulling</td>
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<tr>
<td>To exert force upon an object to move or change its direction.</td>
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<td>Pushing</td>
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<tr>
<td>To draw an object toward oneself to move or change its direction.</td>
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<td>Carrying</td>
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<tr>
<td>To hold objects while moving entire body.</td>
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<tr>
<td>Reaching or working above shoulder</td>
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<tr>
<td>To extend arms upward or outward away from body.</td>
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<tr>
<td>Walking</td>
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<tr>
<td>To move entire body in erect position.</td>
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<tr>
<td>Standing</td>
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<tr>
<td>To maintain body in erect posture in stationary position.</td>
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<tr>
<td>Sitting</td>
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<tr>
<td>To rest weight on buttocks and back of thighs with legs bent at knees.</td>
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<td>Crouching/Stooping</td>
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<tr>
<td>To bend upper body forward while fully flexing knees.</td>
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<tr>
<td>PHYSICAL DEMANDS</td>
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<tr>
<td>Kneeling</td>
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<tr>
<td>To maintain upper body in erect position while resting knees on ground.</td>
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<td>Climbing</td>
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<tr>
<td>To ascend or descend heights using ladders, scaffolding, stairs, poles, inclined surfaces.</td>
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<td>Twisting</td>
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<tr>
<td>To rotate upper body while feet remain stationary.</td>
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<td>*Driving</td>
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<tr>
<td>Other</td>
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* If driving is a job requirement, please re-confirm that the annual certification/verification of DMV records has been completed.
Haverford College has retained Triad Academic Search to assist in this search. All inquiries, nominations, referrals, and applications should be emailed in confidence to:

Dharshan Jayasinghe  
Chief Executive Officer  
Triad Academic Search  
dharshan@triadacademicsearch.com

For additional information, please visit:

https://www.haverford.edu/  
https://triadacademicsearch.com/

Haverford College is an Equal Opportunity/Affirmative Action employer committed to diversity, equity, inclusion, social justice, and providing equal opportunities and access to all individuals regardless of race, ethnicity, religion, gender identity, sexual orientation, national origin or ancestry, age, marital status, disability, or veteran status. Women, non-binary and transgender individuals, people of color, Indigenous people, and those with other or multiple historically marginalized and/or underrepresented identities are especially encouraged to apply. Haverford College and our consortial partners are located on Lenape lands.