

## VICE PRESIDENT OF INSTRUCTION

### **DEFINITION**

Under general administrative direction, plans, organizes, directs, and administers the instructional and academic support programs for the colleges; supervises and coordinates the work of the instructional deans and the various instructional programs both on and off campus; develops strategies for more effective distribution of courses and services to meet the needs of the community; monitors enrollment trends that will assist divisions; sets the agenda for setting instructional goals and budget priorities and performs other duties, as assigned.

### **SUPERVISION RECEIVED AND EXERCISED**

Receives general administrative direction from the College President.

Provides direct supervision to division deans and other administrative support staff, as assigned.

### **EXAMPLES OF DUTIES**

- Plan, organize, direct, and administer the instructional and academic support programs for the College;
- Encourage and promote the highest quality of instruction at all levels within the institution;
- Provide leadership, assistance, and encouragement to the faculty in all instructional areas of the College;
- Supervise and coordinate the work of the instructional deans and the various instructional programs both on and off campus;
- Initiate and participate in program planning and review; assist the Chancellor and college President in formulating the educational policies of the College;
- Coordinate efforts between Instructional and Student Services to assure student success.
- Coordinate and participate in the curriculum development process
- Develop annual budget recommendations; implement cost savings process to provide incentives to divisions to reach their FTES goals;
- Implement district performance evaluation process for faculty and classified staff.
- Promote and facilitate programs for staff development
- Direct development of materials to approve content concerning the instructional programs for the college catalog and class schedules.
- Lead enrollment management efforts to achieve FTES targets
- Support the College by regularly participating in the various activities and programs involving students, staff, and the community.
- Serve on college and district wide committees; represent the College at community and educational association meetings;
- Supervise the process for developing and assessing Student Learning Outcomes;
- Provide leadership and planning support for Institutional Effectiveness and continuous quality improvement;
- Perform other duties as assigned.

## **TYPICAL WORKING CONDITIONS**

- Work is generally performed in a standard office environment.
- Work may require occasional evening and weekend hours.

## **MINIMUM QUALIFICATIONS**

### **Knowledge of:**

- Knowledge of current trends in higher education ; effective teaching strategies.
- Principles and techniques of strategic planning, program development
- State and federal laws, codes and regulations affecting instructional programs.
- Principles and techniques of public budgeting and fiscal accountability
- Principles of management practice and leadership including effective human resource management;
- Principles and strategies of shared governance and participatory leadership; and
- Principles and techniques of enrollment management, facilities use and campus development.
- Principles, practices and theories of advanced educational research and institutional planning;
- Public and interpersonal communication, consensus and mediation techniques.

### **Ability to:**

- Plan, organize, direct, administer, review and evaluate assigned programs and services
- Address issues related to instruction and the needs of students and staff.
- Support the academic growth and success of community college students, faculty and staff.
- Learn, use and implement new relevant technologies for learning, teaching, administering and generally improving the work environment
- Manage fiscal and personnel resources, to establish priorities, and to provide effective leadership and direction
- Communicate effectively with diverse constituencies, within and without the district
- Appraise the diverse academic, socioeconomic, cultural and ethnic backgrounds of community college students
- Demonstrate strong interpersonal communication skills

### **Licenses and Certificates:**

Possession of a valid California Motor Vehicle Operator's License.

### **Physical and Mental Standards:**

- **Mobility:** ability to sit for long periods, move about an office, stand occasionally, reach above and below desk level.
- **Dexterity:** fine manipulation sufficient to operate a keyboard, handle individual papers, write and take notes.

- **Lifting:** occasional lifting of papers, files, equipment and material weighing up to 25 pounds.
- **Visual Requirements:** close vision sufficient to read files, documents, and computer screens and do close-up work; ability to adjust focus frequently.
- **Hearing/Talking:** ability to hear normal speech, speak and hear on the telephone, and speak in person.
- **Emotional/Psychological Factors:** ability to make decisions and concentrate; frequent contact with others including some public contact; frequent deadlines and time-limited assignments.

**Education and Experience:**

*Any combination of education, experience and/or training that would likely provide the above-required knowledge, skills and abilities is qualifying. Typical background patterns that would provide the knowledge, skills and abilities are:*

- **Education:** Possession of a Master's degree from an accredited institution **AND** one year of successful experience in field related to the administrative assignment **OR** a California Community College Supervisor Credential **OR** other appropriate valid California administrative credential.
- **Experience:** minimum of four years of successful experience as an academic administrator (senior level academic administrative experience preferred); successful college teaching experience, preferably at the community college level.

*Class Adopted: 3/1/09*  
*Class Amended:*