

SENIOR DIRECTOR OF INSTITUTIONAL RESEARCH**DEFINITION**

Under general administrative direction, serves as Senior Director of Institutional Research; design, plan, organize, direct, administer, review, and evaluate districtwide institutional research, accreditation, strategic planning, institutional effectiveness, and educational technology programs and services; and preparation of reports for external agencies and internal constituencies. Provide leadership in accordance with the District's Educational Master Plan and strategic plan goals and objectives.

SUPERVISION RECEIVED AND EXERCISED

Receives general administrative direction from the assigned Vice Chancellor.

Provides direct supervision over managers, directors and administrative support staff.

ESSENTIAL DUTIES

- Develop, implement, manage, coordinate, and lead the District's comprehensive accreditation program and services in a manner supporting participatory governance, access and inclusion for diverse communities and stakeholders, and the District's Educational Master Plan.
- Direct the development and implementation of effectiveness and outcome measures and techniques; determine appropriate research methodology including data gathering, maintenance and reporting processes; design, implement and plan projects and research.
- Analyze educational research and reform literature to identify implications for the District program planning.
- Develop, implement, manage, coordinate, and lead the District's ongoing strategic planning program in a manner supporting participatory governance, data-driven decision making, institutional effectiveness, and access and inclusion for diverse stakeholders.
- Train, supervise and evaluate the performance of assigned personnel; assign and review work and direct the activities of the Institutional Research office. Provide work direction and oversight to staff.
- Organize and evaluate data and research projects related to short and long range District planning. Prepare narratives, statistical reports, and recommendations; make oral presentations of research findings and conclusions as requested.
- Communicate with Information Technology and District personnel, other community colleges and representatives of State and public agencies regarding institutional effectiveness and outcomes, strategic planning, data gathering and research findings.
- Plan, organize and conduct meetings, seminars and training programs related to educational and institutional effectiveness and outcomes; attend local, State, and national meetings and conferences.
- Oversee special studies, projects and analyses related to program evaluation, master planning activities and outcome measures.
- Prepare, submit and monitor budgets for assigned programs and projects; monitor and control expenditures; prepare and maintain required financial records, reports and documentation.

- Assist in the development of policies and procedures regarding the District's research function; analyze and review pending legislation and interpret state and federal regulations impacting institutional effectiveness and outcome measures.
- Coordinate, monitor, and review the preparation and maintenance of records, reports, analyses, recommendations, data and research findings.
- Work collaboratively and professionally with faculty, staff, students, and stakeholders from diverse academic, socioeconomic, cultural, disability, gender identity, and ethnic communities.
- Perform related duties as assigned.

MINIMUM QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The Education/Experience, Knowledge and Ability requirements are representative of essential duties.

Education and Experience:

- Education: Possession of a master's degree from an accredited college or university with major course work in statistics, mathematics, economics, social science, education, or related field. An earned doctorate or other equivalent terminal degree is preferred; and
- Experience: Four (4) years of increasingly responsible institutional research management experience related to the general duties and responsibilities of this position and two (2) years in an administrative capacity (Director, Vice President, or equivalent position). Management experience in higher education preferred; and

Demonstrated cultural competency, sensitivity to and understanding of the diverse academic, socioeconomic, disability and ethnic backgrounds of community college students, faculty and staff.

Knowledge Of:

- California Education Code and Title V regulations and laws, regulations, and statutes applicable to assigned areas of responsibility
- Research project planning and design.
- Broad knowledge of District operations, organization, policies and objectives.
- Current and emerging educational technologies and principles for the effective use of technology in improving student access, success, and equity.
- Research methodology and reporting processes.
- Research design and implementation.
- Principles, techniques and terminology used in statistical analysis.
- Statistical application software, such as SAS or SPSS and the use of college or state provided data warehouses.
- State and federal laws, codes and regulations concerning research and evaluation.
- State and national level research and planning organizations.
- Accountability reporting in higher education at either the state or national level.
- Lived experiences of students from diverse academic, socioeconomic, cultural, disability, gender, and ethnic communities

- Researching academic data through an equity lens.
- Oral and written communication skills.
- Interpersonal skills including tact, patience and courtesy.

Ability To:

- Develop, coordinate and maintain an annual cycle of an institutional research agenda and planning activities.
- Establish and provide districtwide leadership and direction to the design, prioritization, implementation and assessment of an ongoing research agenda that supports District goals.
- Manage the analysis of research data which may impact the District's long range planning process.
- Coordinate the preparation of clear and concise reports, recommendations and analyses.
- Determine appropriate data gathering and reporting procedures.
- Analyze data and recommend improvements in operations, systems, procedures, policies and methods.
- Reason logically and creatively and present alternative recommendations.
- Communicate effectively through multiple modalities with diverse internal and external stakeholders
- Translate research data into meaningful commentary that will influence district perspectives and activities.
- Collaborate with and effectively support leadership in planning, accreditation, review and research inquiries.
- Read, interpret, and apply laws, regulations, policies, and guidelines impacting the effective, efficient, and equitable performance of the assigned areas and the District's comprehensive operations
- Plan, organize and supervise the work of others.
- Establish and maintain effective and cooperative working relationships with others.
- Meet schedules and timelines.
- Work confidentially with discretion.
- Learn from errors, determine appropriate corrective action, and prevent repeat occurrences
- Create a culture of shared accountability for effective performance within assigned areas

Licenses and Certificates:

- Possession of a valid California Motor Vehicle Driver'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.

TYPICAL WORKING CONDITIONS

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

Class Adopted: December 2022

Class Amended: