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:*