DIRECTOR OF COLLEGE RESEARCH AND PLANNING

DEFINITION

Under administrative direction, plans, organizes, directs and implements college research and planning activities; collaborates with senior administrative staff to provide assistance and counsel in the gathering, interpreting, and applying quantitative, qualitative and historical data in support of decision-making, policy formation and student learning and performs other duties as assigned.

SUPERVISION RECEIVED AND EXERCISED

Receives administrative direction from the college President.

Provides direct supervision to College Research and Planning staff, as assigned; may provide indirect supervision to other staff on a project-by-project basis, as required.

EXAMPLES OF DUTIES

- Plan, organize, direct and implement a comprehensive institutional planning process; assure college planning process is coordinated with the District planning process.
- Identify, conduct and present college research activities.
- Research, design, and propose college planning activities.
- Educate and work with faculty, staff and administrators to design and implement Student Learning Objectives and Outcomes (SLOs) initiative; enrollment management activities
- Design and implement accreditation activities.
- Conduct assessment and research activities related to matriculation.
- Provide information and leadership to college committees engaged in policy review and development.
- Communicate with District's Central Services Research and Planning Office and Information Technology office to get needed information for college research activities.
- Serve on various district wide committees relevant to assigned duties
- 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:

- Principles, practices and theories of advanced educational research and institutional planning;
- Theories and practices related to using student learning outcomes for increased learning and institutional effectiveness;

- Standards necessary for obtaining and maintaining academic accreditation;
- Theory and techniques of organizational design and dynamics.
- Standards of academic excellence and scholarship of teaching and learning;
- Principles and practices of academic assessment with emphasis on culture of evidence;

Ability to:

- Problem solve using rigorous academic research; analyze complex data
- Design, propose, collect, analyze and present research
- Effect change; motivate and move others to accept, if not desire constructive change
- Use quantitative, qualative and historical research appropriately
- Communicate effectively, both orally and in writing
- Work independently; prioritize workload
- Understand audience

Licenses and Certificates:

None required.

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: Master's degree (doctorate preferred) in education related discipline, i.e. higher education, educational policy and educational theory or related field.

- Experience: Three years of increasingly responsible experience in educational research.