CAPE FEAR COMMUNITY COLLEGE
VICE PRESIDENT OF INSTRUCTION

DEFINITION

To plan, direct and review the activities and operations of all academic functions including all instruction and instructional support; to coordinate assigned activities with other college departments and outside agencies; and to provide highly responsible and complex administrative support to the President.

SUPERVISION RECEIVED AND EXERCISED

Receives general administrative direction from the Executive Vice-President.

Exercises direct supervision over managerial, professional, technical, and clerical staff.

ESSENTIAL AND OTHER IMPORTANT FUNCTION STATEMENTS—Essential and other important responsibilities and duties may include, but are not limited to, the following:

Essential Functions:

Develop, plan, implement, and administer goals and objectives as well as policies and procedures regarding college instructional matters including curriculum development and course scheduling; approve new or modified systems, policies and procedures.

Oversee the activities and operations associated with instruction; evaluate and ensure that operations meet the goals and objectives of the college and the needs of the student population; establish and monitor program evaluation systems and procedures; assist in the conduct of external program evaluation as required.

Direct the development and administration of the instruction budgets; direct the forecast of funds needed for staffing, equipment, materials and supplies; monitor and approve expenditures; implement mid-year adjustments.

Direct, oversee and participate in the development of the instruction work plans; assign work activities, projects and programs; monitor work flow; review and evaluate work products, methods and procedures.

Train, motivate and evaluate staff; establish and monitor employee performance objectives; prepare and present employee performance reviews; provide or coordinate staff training; work with employees to correct deficiencies; implement discipline and termination procedures.
VICE PRESIDENT OF INSTRUCTION (Continued)

**Essential Functions (continued):**

Oversee the provision of quality instructional programs, support services, assessment and course placement, and program development for the college.

Oversee and direct the promotion of instructional activities.

Oversee the development and direction of all credit and non-credit instructional programs to meet the needs of the college and student population.

Oversee the development of general education, occupational and general interest curriculum to meet the needs of a diverse adult student population; oversee the development of new programs and courses; analyze program effectiveness.

Oversee, develop, coordinate and implement the scheduling of classes including room utilization, class size and instructor assignments to ensure an equitable allocation of course assignments; oversee the assignment of division office space.

**Other Important Functions:**

Maintain awareness of state-of-the-art developments in instruction at institutions of higher education.

Provide staff support on a variety of committees and study groups; research and develop recommendations related to instruction.

Provide staff assistance to the Board of Trustees; prepare and present staff reports and other necessary correspondence.

Represent the college to the community and outside organizations.

Perform related duties and responsibilities as required.

**QUALIFICATIONS**

**Knowledge of:**

Modern principles and practices of community college administration.

Organizational and management practices as applied to the planning, analysis and evaluation of programs, policies and operational needs.

Advanced principles and practices of budget preparation and administration.
VICE PRESIDENT OF INSTRUCTION (Continued)

**Knowledge of (continued):**

Principles of supervision, training and performance evaluation.

Pertinent Federal, State, and local laws, codes and regulations.

Principles and procedures of program development and administration for instructional services.

Principles and practices of curriculum development and instructional teaching strategies.

Current trends, research and development in the areas of student learning, student needs and institutional responses.

**Ability to:**

Develop, interpret and apply college policies, procedures, rules and regulations.

Select, supervise, train and evaluate assigned staff.

Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.

Effectively direct the provisions of academic services in support of the college departments, schools and programs.

Prepare and analyze administrative and statistical reports, statements and correspondence.

Gain cooperation through discussion and persuasion.

Interpret and apply Federal, State and local policies, procedures, laws and regulations.

Oversee the preparation and administration of multiple budgets.

Identify and respond to public and Board of Trustees issues and concerns.

Maintain effective audio-visual discrimination and perception needed for:

- X making observations
- X communicating with others
- X reading and writing
- X operating assigned equipment.

Maintain physical condition appropriate to the performance of assigned duties and
VICE PRESIDENT OF INSTRUCTION (Continued)

Ability to (continued):

Responsibilities which may include the following:

- X sitting for extended periods of time
- X operating assigned equipment.

Maintain mental capacity which allows the capability of:

- X making sound decisions
- X evaluating the effectiveness of personnel and programs
- X demonstrating intellectual capabilities.

Communicate clearly and concisely, both orally and in writing.

Establish and maintain cooperative working relationships with those contacted in the course of work including college and government officials, community groups, the general public, and media representatives.

Experience and Training Guidelines
Any combination of experience and training that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Experience:

Seven years of increasingly responsible experience with responsibility for academic programs at institutions of higher learning including at least three years of experience in an administrative and supervisory capacity.

Training:

Equivalent to a master’s degree from an accredited college or university with major course work in education, business or public administration, or a related field. A doctorate degree is preferred.

Rev: 6/6/05
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