

# **Richmond Community College**

## **Job Description**

**Position Title:** Dean of Institutional Effectiveness and Accountability

**General Description:** Under the authority and supervision of the President, the Dean of Institutional Effectiveness and Accountability manages the strategic and annual planning processes; institutional research in support of planning, reporting, assessment, and other institutional requirements; external and specified internal reporting on institutional performance; the institutional discretionary grant program; and the College's reaffirmation of accreditation process. The Dean is responsible for providing useable management information to key constituents in support of data informed planning, decision making, and policy formulation. The Dean also serves as the SACS liaison for the College.

**Essential Duties of the Position:**

1. Supervise the Director of Institutional Research, the Director of Assessment, Reporting, and Grants Management, and other employees as assigned.
2. Provide leadership in the Office of Institutional Effectiveness and Accountability to include providing professional development opportunities to subordinates, communicating and enforcing standards, and fostering support for institutional priorities.
3. Develop a comprehensive plan for reaffirmation to include, but not limited to, timelines, procedures, and organizational structures for review and approval by the Leadership Team and Planning and Accountability Council.
4. Chair the Planning and Accountability Council.
5. Establish a cordial and effective professional relationship with the SACS point of contact and staff.
6. Provide technical advice to staff and faculty on preparation for SACS reaffirmation.
7. Foster a culture of evidence and continuous compliance combined with implementation of planning and assessment processes that will sustain a perpetual state of readiness for reaffirmation.
8. Implement and oversee the SPOL-based RCC Automated Planning and Assessment Tool .
9. Supervise development and publication of comprehensive institution-wide data management and reporting plans.
10. Support planning, decision making, policy formulation, and other requirements of the College with accurate, timely, and useable management information.
11. Oversee the strategic and annual planning processes.
12. Ensure the accuracy, integrity, and availability of data in both internal and external reports.
13. Represent the College at professional meetings and conferences and within the community.
14. Oversee the institutional discretionary grant process.
15. Write selected grants with institution-wide impact and significance.

16. Act as the primary point of contact with program officers and staff at funding agencies and organizations.
17. Cooperate with the other members of the Leadership Team to integrate a cycle of assessment and planning throughout the institution that leads to continuous improvement.
18. Other duties and projects as directed by the President.

**Position Qualifications:**

**Knowledge, Skills and Abilities:**

**Understanding of and commitment to the unique nature and role of the institution with special reference to the total fulfillment of the open door policy.**

Knowledge of research methods and the accreditation process required. Demonstrated written and oral communications skills required. Successful grant writing experience preferred. Experience with planning and decision making processes required. Must be computer literate and able to learn new and challenging applications.

**Minimum Education and Experience:**

Master's degree required in a relevant field. Extensive experience in research, planning, and assessment with a bachelor's degree may be considered. Experience in higher education highly preferred.

**Salary Level:** Salary Level 14

**Location:** Main Campus

# Questionnaire for Compliance with Americans with Disabilities Act

## Interview guide for collecting job analysis information

**Job Title:** Dean of Institutional Effectiveness and Accountability  
**Division:** Presidents Office  
**Location:** All locations  
**Supervisor's Title:** President

**Department:**  
**Shift:** 8:00 -5:00

**1. General Purpose of Job.** Briefly describe the job's primary purpose or contribution to the department or organization.

To organize and supervise the AAS programs

**2. Duties and Responsibilities.** List the job's essential or most important functions and responsibilities. Include all important aspects of the job -- whether performed daily, weekly, monthly, or annually; and any that occur at irregular intervals.

See job description

**3. Supervisory Responsibilities.** If this job supervises others, give the name of unit(s) or department(s) managed and number of employees supervised. If there are subordinate supervisors, list them also.

Business Technologies, Public Services Technologies, Nursing, Allied Health and Engineering Departments

### 4. Physical Demands:

**4A.** How much on-the-job time is spent in the following physical activities? Show the amount of time by checking the appropriate boxes below.

|                                     | Amount of Time                      |                                     |                          |                                     |
|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|
|                                     | None                                | Up to 1/3                           | 1/3 to 2/3               | 2/3 and more                        |
| Stand                               | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Walk                                | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Sit                                 | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Talk or hear                        | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Use hands to finger, handle or feel | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Climb or balance                    | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            |
| Stoop, kneel, crouch or crawl       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            |
| Reach with hands and arms           | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Taste or smell                      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/>            |

**4B.** Does this job require that weight be lifted or force be exerted? If so, how much and how often? Check the appropriate boxes below.

|                      | Amount of Time                      |                                     |                          |                          |
|----------------------|-------------------------------------|-------------------------------------|--------------------------|--------------------------|
|                      | None                                | Up to<br>1/3                        | 1/3 to<br>2/3            | 2/3 and<br>more          |
| Up to 10 pounds      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Up to 25 pounds      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Up to 50 pounds      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| Up to 100 pounds     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |
| More than 100 pounds | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> | <input type="checkbox"/> |

**4C.** Does this job have any special vision requirements? Check all that apply.

- ☒ Close vision (clear vision at 20 inches or less)
- ☐ Distance vision (clear vision at 20 feet or more)
- ☐ Color Vision (ability to identify and distinguish colors)
- ☐ Peripheral vision (ability to observe an area that can be seen up and down or to the left and right while eyes are fixed on a given point)
- ☐ Depth perception (three-dimensional vision, ability to judge distances and spatial relationships)
- ☐ Ability to adjust focus (ability to adjust the eye to bring an object into sharp focus)
- ☐ No special vision requirements

**4D.** Make notes on the specific job duties that require the physical demands selected above.

Operating switch board, typing.

**5. Work Environment:**

**5A.** How much exposure to the following environmental conditions does this job require? Show the amount of time by checking the appropriate boxes below.

|                                     | Amount of Time                      |                          |                          |                          |
|-------------------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
|                                     | None                                | Up to<br>1/3             | 1/3 to<br>2/3            | 2/3 and<br>more          |
| Wet, humid conditions (non-weather) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work near moving mechanical parts   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work in high, precarious places     | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Fumes or airborne particles         | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Toxic or caustic chemicals          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Outdoor weather conditions          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Extreme cold (non-weather)          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Extreme heat (non-weather)          | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Risk of electrical shock            | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Work with explosives                | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Risk of radiation                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vibration                           | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**5B.** How much noise is typical for the work environment of this job? Check the appropriate level below.

- ☐ Very quiet (Examples: forest trail, isolation booth for hearing test)
- ☐ Quiet (Examples: library, private office)
- ☒ Moderate Noise (Examples: Business office with typewriters and/or computer printers, light traffic)
- ☐ Loud noise (Examples: metal can manufacturing, department, large earth-moving equipment)
- ☐ Very loud noise (Examples: jack hammer work, front row at rock concert)

**5C.** Make notes on the specific job duties that are affected by the environmental conditions selected above.

**6. Comments.** Include any other information that will aid in the preparation of an accurate description of this job.

**7. Questionnaire prepared by:**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title: \_\_\_\_\_

Basis for knowledge of job: ☐ hold job now; ☐ supervise job; ☐ other (explain)

## **Exposure Determination for Bloodborne Pathogens**

All position descriptions, including administrative and support personnel, whether paid or volunteer, must be evaluated by the appropriate department chairman/head and a Risk of Exposure to Bloodborne Pathogens Classification I or II be assigned to the position as it applies to each employee's work location. In situations where jobs of the same title entail substantially different categories of risk based on the department to which assigned, job titles will be modified to include the unit name thereby creating a newer, more specific description for that position.

For jobs which fall into Classification II, a list of tasks or procedures which present an occupational exposure to those employees should be prepared and appended to the job description. Assignment of personnel to a new department in the same basic job may necessitate a formal change of job title to ensure that they will receive training according to that job's risk classification. This must be reviewed on an annual basis by department managers for all job titles which they supervise or manage.

### **\_\_\_\_\_ CLASSIFICATION I**

This includes jobs in which required tasks routinely involve a potential for mucous membrane or skin contact with blood, body fluids, tissues or potential spills or splashes. Use of appropriate measures is required for every employee performing these tasks.

### **\_\_\_\_\_ CLASSIFICATION II**

This includes jobs in which required tasks normally do not involve exposure to blood, body fluids or tissues, but may require performing unplanned Classification I tasks. In these jobs the normal work performance involves no exposure to blood, body fluids or tissues. However, exposure or potential exposure may be required as a condition of employment or class performance.

### **\_\_\_\_\_ PERSONNEL NOT COVERED BY THE STANDARD**

This includes jobs in which required tasks involve no greater exposure to blood, body fluids, or tissues that would be encountered by a visitor. The normal work/class performance involves no exposure to blood, body fluids, or tissues that would be encountered by a visitor. The normal work/class performance involves no exposure to blood, body fluids, or tissues and the employee can decline to perform tasks which involve a perceived risk without retribution.

NOTE: All employees who do not fit into Classification I or II will fall into a third category not covered by the Standard.