

**DIRECTOR OF SPECIAL INSTRUCTIONAL PROJECTS  
JOB DESCRIPTION**

**CATEGORY:** ADMINISTRATIVE AND PROFESSIONAL  
**POSITION STATUS:** FULL-TIME  
**FLSA STATUS:** EXEMPT  
**SALARAY CODE:** 14

The incumbent in this job is expected to assist the College in achieving its vision and mission of student success and service. A commitment to excellence, service, and a willingness to assist as needed are expectations for all employees.

**JOB SUMMARY**

The Director of Special Instructional Projects is responsible for providing high-level support to the Vice President of Instruction, which includes coordinating a large volume of complex and sensitive special projects that have institution-wide impact, utilizing honesty, integrity, good judgment and diplomacy to foster beneficial and innovative change at the College. This position is responsible for identifying critical issues confronting the College, conducting research regarding critical issues and emerging practices, developing and implementing actions plans to address institution-wide needs and evaluating impacts of instructional projects.

**ESSENTIAL DUTIES AND RESPONSIBILITIES**

- Collects, analyzes and summarizes data for special projects to assist the Instructional Division in both long and short-range planning activities.
- Provides leadership in the collaboration of staff to facilitate planning sessions that will identify critical issues and problems, suggests and recommends options based on best and/or emerging practices and develops consensus on appropriate alternatives.
- Designs, manages, coordinates and implements action plans for a large volume of special projects and initiatives, assigned by the Vice President of Instruction, to achieve operational goals, objectives and policies and procedures of the College. Works closely with College leadership and staff to ensure effective delivery of services.
- Contributes to the overall success of the Office of the Vice President of Instruction by performing fact-finding and troubleshooting activities in areas of special interest to the Vice President of Instruction.
- Provides integrated policy analysis and strategic consultation to the Vice President of Instruction on major issues affecting the College.
- Attends the workplace regularly, reports to work punctually and follows a work schedule to keep up with the demands of the worksite.
- Completes duties and responsibilities in compliance with college standards, policies and guidelines.
- Promotes positive morale and teamwork within the functional unit and provides exceptional customer service to students, faculty and the community.
- Uses interpersonal skills and makes sound judgments to decide how duties and responsibilities are completed between coworkers, the supervisory chain, faculty, staff, students, and customers.
- Completes all required training and professional development sessions sponsored by Texas Southmost College (TSC).

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- Supports the values and institutional goals as defined in the College's Strategic Plan.
- Assists with the process for systematic review and evaluation of the planning unit per the model adopted by the College, including the development and monitoring of outcomes and plans of action for improvement based on the assessment of those outcomes and plans.
- Serves on committees as appropriate and as appointed by supervisor.
- Working hours may include evenings, holidays or weekends depending on deadline requirements and special events.
- Performs other duties as assigned.

**REQUIRED KNOWLEDGE AND SKILLS**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required.

- A strong commitment to the mission of the community college.
- Understanding of, sensitivity to, and respect for the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of Colleges' students, faculty, staff, and community.
- Demonstrated knowledge of the academic and instructional functions and the administration of such functions.
- Demonstrated knowledge of the planning, implementation and monitoring of budgets in an educational environment.
- Demonstrated knowledge of the rules, regulations and principles of accrediting agencies, as well as other state and federal laws and regulations regarding curriculum development; developmental education and academic support programs; student learning outcomes; and assessment of student learning outcomes.
- Demonstrated excellent supervisory, administrative, communication, interpersonal and leadership skills.
- Demonstrated organizational skills in handling and directing multiple and complex assignments and projects.
- Excellent problem-solving skills with the ability to apply those skills innovatively and creatively across a broad spectrum of issues and to develop new structures and procedures as needed.
- Proficient in the use of e-mail, word processing, spreadsheet, database, and presentation software and use of the Internet to access data, maintain records, generate reports, and communicate with others.
- Ability to effectively supervise and motivate personnel.
- Ability to embrace a culture of inquiry, evidence and innovation.
- Demonstrated ability to interact effectively and efficiently and maintain positive working relationships with administration, staff, faculty, students and the community.
- Ability to make complex decisions in a rapidly changing environment while remaining calm, utilizing information that may be limited or ambiguous.
- Demonstrated ability to actively engage in conflict resolution while fostering positive, constructive outcomes.

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- Ability to communicate effectively, both orally and in writing; define problems, collect data, establish facts, and draw valid conclusions; and effectively present information to top management, public groups, and/or boards of directors.
- Ability to work independently according to established schedules and to complete assignments and projects, as per defined timelines.
- Ability to handle sensitive and extensive confidential data.

**REQUIRED EDUCATION AND EXPERIENCE**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the education required.

- Master's degree from an accredited college or university.
- Minimum of four (4) years of management experience within an educational environment.
- Demonstrated experience in conducting high-level research and analysis and communicating the results effectively in writing and orally, including professional-level presentations.
- Demonstrated experience in troubleshooting issues experienced by students, parents, and community members within an educational environment.

**PREFERRED EDUCATION AND EXPERIENCE**

- Doctoral degree from an accredited college or university.
- Seven (7) or more years of progressive senior administrative experience within an educational environment.
- Demonstrated experience in policy analysis for educational institutions.

**CERTIFICATES AND LICENSURES**

- None required.

**PHYSICAL DEMANDS**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee is frequently required to stand. The employee is occasionally required to walk; sit; use hands to finger, handle, or feel objects, tools, or controls; reach with hands and arms; climb or balance; stoop, kneel, crouch, or crawl; talk or hear; and taste or smell. The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and the ability to adjust focus.

**WORK ENVIRONMENT**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be

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made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee occasionally works near moving mechanical parts and is occasionally exposed to risk of electrical shock. The noise level in the work environment is usually moderate.

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Notes:

The duties listed are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position. The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Are you able to perform these essential job functions with or without reasonable accommodation?

- Yes
- With Accommodations

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

HR Representative: \_\_\_\_\_ Date: \_\_\_\_\_

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**Posting Specific Questions**

Required fields are indicated with an asterisk (\*).

1. \*How did you hear about this employment opportunity?
  - TSC Website
  - HigherEdJobs
  - Indeed
  - LinkedIn
  - Specialty Job Board
  - Facebook
  - Work-In-Texas / Texas Workforce Commission
  - Job Fair
  - Personal Referral
2. \*Do you have a master's degree from an accredited college or university?
  - Yes
  - No
3. \*Do you have four (4) years of management experience within an educational environment?
  - Yes
  - No
4. \*Do you have demonstrated experience in conducting high-level research and analysis and communicating the results effectively in writing and orally, including professional-level presentations?
  - Yes
  - No
5. \*Do you have demonstrated experience in troubleshooting issues experienced by students, parents, and community members within an educational environment?
  - Yes
  - No
6. Do you have a doctoral degree from an accredited college or university?
  - Yes
  - No
7. Do you have seven (7) or more years of progressive senior administrative experience within an educational environment?
  - Yes
  - No
8. Do you have demonstrated experience in policy analysis for educational institutions?
  - Yes
  - No