



Job Description

JOB TITLE: FACULTY RESEARCHER

LAST REVISED: JUNE 2007

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job. Additional or different duties from the ones set forth below may be required to address changing business needs/practices.*

SUMMARY DESCRIPTION

Coordinates, participates in, and performs research that contributes to identifying and measuring institutional effectiveness. Designs research studies and facilitates development of performance measures. Consults with academic leadership and instructors and assists faculty with research scope and design. Evaluates curricula and course development to enhance student interest and success, and to link effectively with four-year universities; and performs a variety of tasks relative to assigned area of responsibility.

The Faculty Researcher is a senior professional position that provides, as a central resource, support to faculty in a variety of areas designed to promote institutional effectiveness and enhance student success. Advancement to or placement in this position is through the recruitment and selection process and competency in developing assessment and evaluation tools, research design, statistical analysis, and presentation of research reports that support decisions.

REPRESENTATIVE DUTIES - *The following duties are typical for this job classification. Incumbents may not perform all of the listed duties and/or may be required to perform additional or different duties from those set forth below to address business needs and changing business practices.*

Institutional Effectiveness Research

- Consults with administration and faculty to develop research studies. Provides advice on research design, information resources.
- Evaluates the effectiveness of curricula, programs, and ancillary services to enhance student access and success. Defines outcomes and quantitative and/or qualitative measures of performance. Develops research design and/or surveys.
- Facilitates discussions with academic and administrative functional areas to identify measurable and observable performance criteria to satisfy accreditation standards.
- Develops and/or facilitates development of assessment tools and measures for course outcomes. Designs surveys and other instruments to support data gathering.
- Develops and evaluates the validity of assessment instruments used to place students in courses by academic history, appropriateness of prerequisites, co-requisites, and advisories used to restrict access to specific course offerings.
- Develops and applies evaluation criteria and measurement methodology, analysis processes, and reporting formats.
- Performs and advises others on data reduction, statistical analysis of data, interpretation of results, and drawing of conclusions.
- Prepares and/or participates in the preparation and presentation of research reports.

Faculty Research Services

- Conducts research of viable innovations in education such as but not limited to alternative content delivery and learning methods, standards, and outcomes.
- Conducts research for faculty on internal and external resources to support course, program, and service development such as grants, in-kind support and partnerships. Prepares and/or participates in grant proposals. Consults with faculty on functional requirements and changes needed to accomplish instructional outcomes.

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- Gathers and organizes a variety of data to support fact books and planning documents.
- Performs other duties as assigned that support the overall objective of the position.

QUALIFICATIONS - *The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.*

Knowledge of:

The position requires specialized knowledge of higher education planning methods, processes, systems, reporting and databases. Requires specialization in research methodology and standard statistical procedures such as but not limited to research design, sampling, survey-guided analysis, parametric and non-parametric statistics, correlation analysis, forecasting and projections. Requires specialized knowledge of methods in education and social research. Requires a working knowledge of student outcomes assessment and measures of institutional effectiveness. Requires basic knowledge of legislative and educational oversight body processes, occurrences, requirements, and trends. Requires working knowledge of best-practices and continuous quality improvement. Requires in-depth knowledge of, and skill at using a full range of office productivity computer software as well as computer-aided statistical (e.g., SPSS) and educational modeling applications. Requires a working knowledge of relational database concepts, including logical and physical data layout, programming and report writing tools. Requires well-developed language and writing skills to prepare professional and influential proposals and reports. Requires advanced math skills to perform statistical analysis. Requires well-developed human relations skills to make formal presentations to large and diverse audiences and facilitate group processes.

Ability to:

Requires the ability to carry out the essential functions of the position with minimal supervision. Requires the ability to accomplish departmental goals, objectives and annual performance plans as they are assigned to the position. Requires the ability to design applied research studies for use in education and social environments. Requires the ability to apply, interpret, and draw conclusions using advanced statistical concepts. Requires the ability to facilitate the development, implementation, and evaluation of institutional self-assessment programs. Requires the ability to create, program, and maintain computerized databases. Requires the ability to prepare complex, reports, multi-media presentations, and empirical findings, forecasts, and recommendations to audiences with diverse backgrounds. Requires the ability to work productively with others and make formal presentations.

Education and Experience Guidelines:

The position requires a Master's Degree in an education or decision sciences discipline, or the equivalent, plus three years of experience in instructional design or assessment.

Licenses and Certificates

May require a valid driver's license.

PHYSICAL REQUIREMENTS:

ESSENTIAL: Incumbent must be able to function effectively indoors in a classroom/laboratory environment engaged in work of primarily a moderately active nature and do the following, with or without reasonable accommodation: **Almost constantly:** Utilize vision (near and far, corrected 20/20 with color acuity) to see and use equipment and components, read printed and written materials and computer screens, work with instructional equipment and drive vehicles while engaged in official travel; stand upright and forward flexing, often for long periods of time, to deliver lectures and assist students in laboratories; lift (from overhead, waist and floor levels,



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max. 40 lbs.) and carry (max. 40 lbs.) to move equipment and training aids in and out of storage and between classrooms and laboratories; stoop, bend, squat, kneel, and climb ladders and step stools to reach storage and other areas above ground level to work in, under and around large pieces of electronic equipment; push and pull to utilize hand trucks, carts and vehicles to move equipment and supplies; operate specialized stationary and mobile instructional equipment.

Frequently: Utilize speech and hearing for ordinary and telephonic conversation and to respond to students' questions; utilize hearing to differentiate between normal and abnormal sounds related to instructional equipment to make diagnoses and repairs; utilize manual and finger dexterity and fine motor skills to use tools and equipment to manipulate minute electronic wiring and components and to demonstrate visual aids, wiring, and use of equipment; walk, to move about classroom, laboratory, and campus environs; reach (from overhead and low levels) to demonstrate principles and techniques in a laboratory setting and to pick up tools and equipment from floors and counters; work in school areas subject to risk of exposure to dusts, mists, fumes, wet/damp surfaces, moderately high levels of noise, chemicals and caustics, electrical shock, and falling from heights above ground level while using ladders and/or step stools; wear personal protective equipment to protect face, eyes, hands, fingers, and body. Occasionally: Work in school areas subject to risk of exposure to allergenic plants/materials; wear personal protective equipment (including respirators or other breathing devices) to protect breathing passages, hearing and skin.

Salary for this position is established by under the current Faculty Salary Schedule. Placement on the salary schedule is established at date of hire.

This position is considered Exempt under the FLSA (*Fair Labor Standards Act*).

This position is part of the SCFA (*Sierra College Faculty Association*) Bargaining Unit. Classification III,

Blood borne Pathogens Exposure Control Program apply to this position.