Classification	Administrator
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Pay Group:	12

CAPILANO UNIVERSITY

JOB DESCRIPTION – DIRECTOR, INSTITUTIONAL RESEARCH

NATURE AND SCOPE OF WORK

Capilano University has created a key leadership role within a developing IR Office. This new position of Institutional Research and Planning Director is an exciting opportunity for an experienced IR professional to lead, shape, build, and deliver an institutional research office that is aligned with the vision and direction of our President in an expansion of the programs and of the diversity of students we serve through data-informed planning and decision making.

Over the last year we have established foundational data collection and analysis approaches and methodologies that fit our institution, its history, and its future growth, focused on ensuring quality, accuracy and consistency in our institutional reporting and institutional research. This has meant shifting from ministry reporting, ad hoc data reporting, and the development of key performance metrics (KPI) to the next step focused on interpreting, analyzing and reforming metrics to better reflect our partners' needs and their decision support needs.

The office is currently developing business analytics to enhance our capacity for reporting, exploratory research, as well as leading numerous institutional wide initiatives such as a data quality working group, developing longitudinal student success metrics, refining our current KPIs to provide more in-depth information, improving the efficiency and effectiveness, increasing data visibility across campus, and providing meaningful data interpretation across the CapU community. Our goal is to ensure that data and information requirements are determined, appropriately accessible, meaningful, and provided to our leaders in support of growth strategies and institutional development. As we continue to build our capacity in these directions, we will be growing our staffing and expanding the office and its mandate as well as its leadership.

Summary

The Director, Institutional Research and Planning, provides oversight and leadership that will enable Senior Leadership strategic decision making in planning, development, implementation, evaluation and management of strategic research, and decision support. The Director is responsible for the planning and development of a system that supports strategic initiatives, course planning, performance metric modeling, and decision-making across the University. The Director takes a leadership role in governing the effective use, and management of institutional research and analytic data. As an effective team builder and mentor, the Director leads a team of data professionals and will effectively direct and manage all IR office activities and projects to ensure deadlines are met, that the work is evaluated for accuracy and quality of data, and will ensure that the University's needs are effectively met for timely, predictive analytics and information. The Director, Institutional Research and Planning reports to the Associate Vice President, Student Success.

ILLUSTRATIVE EXAMPLES OF DUTIES

Reporting:

- Delivers a comprehensive program of institutional research including, initiations of studies, data collection, analysis, interpretation and reporting that will inform planning and decision making

- Facilitates, informs, and provides advice on the development and updating of targets for all faculties and programs including student recruitment targets

- Responsible for the production of reports, presentations, and visualization to raise institutional awareness and knowledge of relevant institutional information and ensures they are communicated to the broader community

- Provides information of a general nature about the University and its environment through the publication of a variety of documents that report timely, key demographic and trends, such as the **Fact Book, NSSE, CUSC, national surveys** and research reports

- Ensures that internal and external requests for support in completing surveys/questionnaires are completed in a timely manner by managing a system of critical dates relative to the surveys/questionnaires

- Plans and establishes the development of models to improve data relationships (e.g., predictive models of student success, enrolments, or course scheduling)

- Investigates and reports on the impact of services, programs, and initiatives on student retention and success

- Ensures that all Ministry reports, performance measures, space utilization, and the Central Data Warehouse submissions and/or requests for information are submitted as required, by establishing and maintaining a reports management system

- Authors the Accountability Plan and Report and represents the university in external communications with local and provincial governments, and universities, in the collection and interpretation of institutional analysis and planning data

- Provides relevant data to appropriate administrative units after conducting surveys, compiling data, and reporting the results

- Ensures clear and simple access to flexible reporting dashboards for decision makers that are intuitive and informative

- Provides contextual and analytical data to senior administration that can be used for evidence-based decision-making, and institutional planning

- Responds to and tracks ad hoc issues concerning the University, by researching the issues and providing appropriate responses and streamlining and automating where appropriate

Staff Supervision:

- Effective recruitment of qualified IR staff and establishing the expected standards of work, manages individual/team performance in work assigned, evaluates performance and provides regular and ongoing feedback in support of development

- Creates and facilitates a positive work environment that encourages and sustains a high performing team and collaborative culture
- Maintains continuous professional development through self-directed professional reading, developing professional contacts with colleagues, attending professional development courses, and attending training and/or courses required by the AVP Student Success.

Planning & Data Governance:
- Serves as the Chair of the Data Quality Working Group and ensures the establishment of data standards and a data dictionary for institutional reporting, also is a member of other university committees as required
- Oversees the statistical analyses and evaluation of data and manages the technical aspects of database ownership, data collection and data analysis, to ensure data integrity and effectiveness of reporting.
- Provides critical support to the University's ongoing planning processes by reporting key metrics (KPIs) that measure the University's progress and identify areas of improvement and opportunity
- Develops and manages the department budget and prepares the annual operational plan
- Develops and implements new strategies, policies, and procedures
- Contributes to the overall success of the University by performing all other duties and responsibilities as assigned

REQUIRED LEADERSHIP COMPETENCIES

1. Job Knowledge
Possesses functional and technical knowledge as well as demonstrates understanding of job assignment. Performs key responsibilities and understands how to effectively utilize key resources and technology for all aspects of the job.

2. Service Focus
Values the importance of delivering high quality, innovative service to internal and external customers (colleagues, students, families, visitors, etc.). Understands the needs of the customer and follows up to ensure satisfaction. Able to prioritize and set work activities accordingly. Uses relevant skills to achieve goals and finds innovative solutions to achieve the "extra mile".

3. Result Oriented
Takes responsibility for own work. Feels personally committed and accountable to deliver results quickly, accurately and effectively. Uses thoughtful judgment when responding to situations that are not going well and uses foresight to overcome obstacles.

4. Initiating Action/Taking Initiative

Readily takes action consistent with departmental or University objectives. Volunteers readily and takes independent actions when appropriate. Leads by example and is a good role model for others to follow. Suggests methods and procedures to improve departmental operations.

5. Leadership and Supervisory Abilities

Attracts and selects the best talent. Coaches and inspires people. Sets expectations, recognizes achievements and proactively manages conflict. Delegates and consistently guides the team towards the outlined goals. Clearly defines responsibilities and authority limits of subordinates. Recognizes individual capabilities and assigns work accordingly.

6. Problem Solving and Decision Making

Identifies problems, involves others in seeking solutions, conducts appropriate analyses, searches for best solutions and responds quickly to new challenges. Makes clear, consistent and transparent decisions. Acts with integrity in all decision-making, distinguishing relevant from irrelevant information. Assures adequate control and accounting of all funds including maintaining sound financial practices. Demonstrates a cross-university view.

7. Strategic Planning and Organizing

Aligns departmental priorities with the University's purpose. Measures outcomes and uses feedback to change as needed. Proposes solutions and alternatives on allocation of resources to achieve the University's outlined strategy. Approaches decision making (including, where applicable, program development, modification and or cancellation) with a focus on the potential impact on student enrollment, engagement and success.

8. Employee Development

Encourages and supports employee participation in personal and professional development. Able to coach, evaluate, develop and inspire direct reports. Provides constructive and objective performance feedback on a regular basis. Acknowledges and encourages good performance and proactively identifies and discusses performance problems in a timely manner. Ensures risks are minimized through proactive succession planning.

REQUIRED KNOWLEDGE, ABILITIES AND SKILLS

- Demonstrated experience in project planning and management, and process improvement with the ability to manage multiple projects with efficiency
- Knowledge of post-secondary education, with several years of extensive educational administration
- Knowledge of post-secondary policies and procedures, and a thorough understanding of the principles of institutional research and planning.
- Demonstrated experience in strategic planning.

- Demonstrated expertise in research methods including: advanced skills in statistical analysis, database manipulation, and data modeling.
- Demonstrated advanced skills in the design and execution of research and analytic projects, and enrolment modeling
- Demonstrated skill in writing concise high-level analytical summaries and business reports, providing effective visual presentations appropriate to the audience and providing advice to the Board and Senior Executives
- The ability to establish and develop professional and collaborative relations with stakeholders throughout the institution, including senior leadership, managers, faculty, staff, the ministry and other external agencies.
- Ability to work frequently under tight deadlines, high pressure and at extremely short notice to respond to Senior leadership immediate demand for information and data
- Expertise in the use of Banner or similar higher education student information system, Argos or similar enterprise reporting solutions, is preferred.
- A competent knowledge of business analytic tools and survey tools.
- A competent knowledge of personal computers and mainframe applications for data acquisition and analysis is required. Personal computer knowledge must include the ability to prepare documents, reports, spreadsheets, and databases using a variety of PC programs. Knowledge must include the ability to use SAS, R, SPSS as a research tool.

REQUIRED TRAINING AND EXPERIENCE

- Minimum of a Master's degree in social sciences, educational administration, economics or public administration or a related discipline, a Doctorate is preferred.

- Significant senior level experience in advanced educational leadership roles or equivalent in a related research and or public sector environment and direct experience in institutional research is required.