## Job Summaries and Crosswalk for Academic and Faculty Affairs

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<th>Job Code</th>
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<th>University Job Summary</th>
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<td>41713</td>
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<td>Chief Academic Affairs Officer/Provost</td>
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<td>41513</td>
<td>TBD</td>
<td>Senior Officer, Academic Affairs</td>
<td>Under executive oversight, serves in a senior capacity as academic officer providing strategic leadership to one or more specialized areas within Academic and Faculty Affairs typically with university-wide impact. This level is distinguished from the lower level by having extensive expertise in the assigned area. Typically responsible for planning, policy, and results of the department or function. Also may be responsible for the development of managers/professionals and support staff. Represents the university externally to stakeholders and government agencies and internally as appropriate. Possesses the authority to set and change the strategic goals of the areas assigned. Exercises considerable latitude on how results are achieved. Exercises independent judgment in areas such as programs and services, staffing, expenditures, and executing strategic priorities. May escalate unprecedented issues to a higher level for resolution. Quality of decision-making has a critical impact on students, strategic and operational goals of assigned areas and the university mission. Typically reports to the university President or executive leadership.</td>
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<td>41423</td>
<td>TBD</td>
<td>Officer, Academic Affairs</td>
<td>Under executive oversight, serves as academic officer providing strategic leadership to one or more specialized areas within Academic and Faculty Affairs typically with university-wide impact. Typically responsible for planning, policy, and results of the department or function. Also may be responsible for the development of managers/professionals and support staff. Represents the university externally to stakeholders and government agencies and internally as appropriate. Possesses the authority to set and change the strategic goals of the areas assigned. Exercises considerable latitude on how results are achieved. Exercises independent judgment in areas such as programs and services, staffing, expenditures, and executing strategic priorities. May escalate unprecedented issues to a higher level for resolution. Quality of decision-making has a critical impact on students, strategic and operational goals of assigned areas and the university mission. Typically reports to the university President or executive leadership.</td>
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<td>41416</td>
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<td>Senior Director, Academic Affairs</td>
<td>Under executive oversight, serves in a leadership capacity to provide strategic and operational direction to one or more functional areas within Academic and Faculty Affairs. Typically responsible for strategic and long-term planning, implementation and assessment of major strategic initiatives having significant departmental and university-wide impact. May be responsible for the development and performance of managers, professionals and support staff. Typically serves as a liaison to collaborate across internal departments to achieve overall strategic goals. Collaborates with senior leadership to influence established priorities and implement strategic initiatives. Exercises considerable latitude on how results are achieved. Exercises independent judgment in areas such as programs and services, staffing, expenditures, and executing strategic priorities. Quality of decision-making has a critical impact on students, strategic and operational goals of assigned areas and the university mission. Typically reports to the university President or executive leadership.</td>
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<td>Director, Academic Affairs</td>
<td>Under the direction of senior leadership. Serves as managerial director providing strategic management for an academic program, department or function. May direct a university-wide academic program or an academic program within a larger, more complex academic school, department or business unit. Typically responsible for planning, policy formation, and strategic, rather than operational, results. May be responsible for the development and performance of managers, professionals and support staff. Typically serves as a liaison to collaborate across internal departments to achieve overall strategic goals. Collaborates with senior leadership to influence established priorities and implement strategic initiatives. Exercises independent judgment in areas such as programs and services, staffing, expenditures, and executing strategic priorities. May escalate unprecedented issues to a higher level for resolution. Quality of decision-making has a significant impact on students, strategic operational goals and the university mission. Typically reports to executive or senior management.</td>
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<td>Senior Manager, Academic Affairs</td>
<td>Under intermittent supervision, serves as an operational manager providing pragmatic daily oversight of operations for a department or function. May manage an academic program, service or support area within Academic and Faculty Affairs or within an academic school, department or business unit. Typically responsible for daily administration of one or more components of a comprehensive or specialized program and implementation of policy and legal compliance within area of responsibility. May be responsible for leading and directing the work of exempt and non-exempt staff or a small team of staff. Typically serves as a liaison to collaborate across internal departments to achieve overall strategic goals. Responsible for implementing the strategic and operational goals established by executive and senior leadership. Exercises independent judgment for routine to moderately-complex issues. Complex issues are escalated to a higher level for resolution. Quality of decision-making has a measurable impact on quality of services and programs, operational goals, and the university mission.</td>
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<td>Manager, Academic Affairs</td>
<td>Under intermittent supervision, serves as an operational manager responsible for daily administration of program, service area, or functional area. Typically responsible for supervision and development of a team of staff or development and implementation of services within a specific program or function. May be responsible for daily administration of multiple components of a comprehensive or specialized program. Typically serves as a liaison between internal departments or functional areas to achieve operational goals. Responsible for implementing the operational goals established by executive and senior leadership. Exercises independent judgment for routine to moderately-complex issues. Complex issues are escalated to a higher level for resolution. Quality of decision-making has a measurable impact on quality of services and programs, operational goals, and the university mission.</td>
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<td>41236</td>
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<td>Senior Curriculum Design Professional</td>
<td>Under limited supervision, serves as in a senior or lead capacity providing professional curriculum design services within a specific functional area of Academic and Faculty Affairs or within an academic school or department. This level may also be distinguished from the lower level by having extensive expertise in the assigned area. Typically works in collaboration with faculty in the development and design of curriculum. May give advice on appropriate and effective methods of delivery. Typically serves as a liaison to collaborate across internal departments to achieve overall strategic goals. Responsible for providing services that ensure strategic, operational or project goals established by faculty and senior leadership are met. Exercises independent judgment for complex issues. May escalate unprecedented issues to a higher level for resolution. Quality of decision-making has a measurable impact on strategic and operational goals of the department. Typically provides guidance and mentoring to less experienced curriculum design professionals. Typically reports to a manager or director or in some units may report to an administrator.</td>
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<td>Curriculum Design Professional</td>
<td>Under limited supervision, serves as professional curriculum designer providing curriculum design services within a specific functional area of Academic and Faculty Affairs or within an academic school or department. Typically works in collaboration with faculty in the development and design of curriculum. May give advice on appropriate and effective methods of delivery. Typically serves as a liaison to collaborate across internal departments to achieve overall strategic goals. Responsible for providing services that ensure strategic, operational or project goals established by faculty and senior leadership are met. Exercises independent judgment for complex issues. May escalate unprecedented issues to a higher level for resolution. Quality of decision-making has a measurable impact on strategic and operational goals of the department. Broadens a general knowledge of curriculum design through collaboration with senior curriculum design professionals. Typically reports to a manager or director or in some units may report to an administrator.</td>
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<td>Curriculum Design Professional</td>
<td>Under limited supervision, serves as professional curriculum designer providing curriculum design services within a specific functional area of Academic and Faculty Affairs or within an academic school or department. Typically works in collaboration with faculty in the development and design of curriculum. May give advice on appropriate and effective methods of delivery. Typically serves as a liaison to collaborate across internal departments to achieve overall strategic goals. Responsible for providing services that ensure strategic, operational or project goals established by faculty and senior leadership are met. Exercises independent judgment for complex issues. May escalate unprecedented issues to a higher level for resolution. Quality of decision-making has a measurable impact on strategic and operational goals of the department. Broadens a general knowledge of curriculum design through collaboration with senior curriculum design professionals. Typically reports to a manager or director or in some units may report to an administrator.</td>
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<td>41226</td>
<td>TBD</td>
<td>Senior Instructional Design Specialist</td>
<td>Under limited supervision, serves as in a senior or lead capacity providing professional instructional design services within a specific functional area of Academic and Faculty Affairs or within an academic school or department. This level may also be distinguished from the lower level by having extensive expertise in the assigned area. Typically works in collaboration with faculty in the development and design of instructional content and course materials. May give advice on appropriate and effective methods of delivery. Typically serves as a liaison to collaborate across internal departments to achieve overall strategic goals. Responsible for providing services that ensure strategic, operational or project goals established by faculty and senior leadership are met. Exercises independent judgment for complex issues. May escalate unprecedented issues to a higher level for resolution. Quality of decision-making has a measurable impact on strategic and operational goals of the department. Typically provides guidance and mentoring to less experienced instructional design professionals. Typically reports to a manager or director or in some units may report to an administrator.</td>
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<td>Instructional Design Specialist</td>
<td>Under limited supervision, serves as professional instructional designer providing instructional design services within a specific functional area of Academic and Faculty Affairs or within an academic school or department. Typically works in collaboration with faculty in the development and design of instructional content and course materials. May give advice on appropriate and effective methods of delivery. Typically serves as a liaison to collaborate across internal departments to achieve overall strategic goals. Responsible for providing services that ensure strategic, operational or project goals established by faculty and senior leadership are met. Exercises independent judgment for complex issues. May escalate unprecedented issues to a higher level for resolution. Quality of decision-making has a measurable impact on strategic and operational goals of the department. Broadens a general knowledge of instructional design through collaboration with senior instructional design professionals. Typically reports to a manager or director or in some units may report to an administrator.</td>
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<td>Senior Academic Advisor</td>
<td>Under limited supervision, works in a senior or lead capacity to provide professional student advising support concerning academic plans and progress, academic schedule, choice of major, and other academic activities and career goals, to assist the student in making decisions concerning personal educational goals leading to graduation. Incumbents’ serves as an institutional representative to provide insight and direction to students in order to improve outcomes for successful academic, social and personal development. Makes moderately complex independent decisions to ensure departmental objectives are met. Unusual or highly complex issues are referred to an upper level manager for resolution. Decisions and quality of services provided may have a significant impact on service delivery and student success. Positions typically do not have supervisory responsibilities but may serve as a resource to junior level advisors. Typically reports to a manager or director or in some units may report to an administrator.</td>
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<td>Academic Advisor</td>
<td>Under limited supervision, provides professional student advising support concerning academic plans and progress, academic schedule, choice of major, and other academic activities and career goals, to assist the student in making decisions concerning personal educational goals leading to graduation. Incumbents serves as an institutional representative to provide insight and direction to students in order to improve outcomes for successful academic, social and personal development. Makes routine to moderately complex decisions independently to ensure departmental objectives are met. Unusual or highly complex issues are referred to an upper level manager for resolution. Decisions and quality of services provided may have a moderate impact on service delivery and student success. Positions typically do not have supervisory responsibilities. Typically reports to a manager or director or in some units may report to an administrator.</td>
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<td>Senior Student Recruiter</td>
<td>Works under limited supervision in a senior or lead capacity providing student recruitment services either university-wide or to a specific academic school. Routinely serves in a leadership capacity to demonstrate mastery in specific area of expertise and serve as resource for the development of lower level staff. May lead major projects with University-wide impact. Serves as a liaison to department or unit managers in order to effectively develop and implement recruitment strategies that are consistent with the University's overall recruitment strategy. Requires independent judgment in decision making where outcomes have a measurable impact on University recruitment goals and service delivery. Typically reports to a manager or director or in some units may report to an administrator.</td>
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<td>Student Recruiter</td>
<td>Works under general supervision to provide student recruitment services either university-wide or to a specific academic school. Serves as a liaison to department or unit managers in order to effectively develop and implement recruitment strategies that are consistent with the University's overall recruitment strategy. Responsible for moderately complex decision making where outcomes have a measurable impact on University recruitment goals and service delivery. Unusual or complex issues are escalated to an upper level manager for resolution. Typically reports to a manager or director or in some units may report to an administrator.</td>
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<td>Senior Pre-Admissions Coordinator</td>
<td>Under general supervision, works in a senior or lead paraprofessional capacity to provide professional pre-admissions operational support and customer service to internal and external stakeholders. May assists in general administration and special projects as business need dictates. Requires an advanced working knowledge of university programs, policies and procedures to provide professional customer service. Resolves complex issues independently but may escalate complex legal or regulatory issues to an upper level manager. Quality of work significantly impacts service delivery and operational goals. Serves as a resource for less experienced Pre-admissions Coordinators. Broadens a general knowledge of admissions operations through team collaboration with senior admissions staff. Typically reports to a supervisor or manager or may report to a director.</td>
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<td>Pre-Admissions Coordinator</td>
<td>Under general supervision, works in a paraprofessional capacity to coordinate a variety of routine and non-routine technical and administrative pre-admissions tasks. May serve as liaison between the department and academic schools, other departments and business units to coordinate specific services for one or more academic program. Assignments are typically cyclical in nature but may also be assigned special projects due to business need. Requires a working knowledge of university programs, policies and procedures to provide professional customer service. Resolves most standard issues independently but may escalate complex issues to an upper level manager. Broadens a general knowledge base of admissions operations through team collaboration with senior admissions staff. Quality of work is reviewed periodically in order to limit impact on service delivery and operational goals. Typically reports to a supervisor or middle manager or in some areas may report to an administrator.</td>
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