



VCU

Academic and Faculty Affairs Job Summaries

Job Code	Job Title	University Job Summary
10713 10712 10711	Senior/Vice Provost, Academic Affairs	Senior/Vice Provosts are responsible for the strategic development and implementation of the university's academic and faculty affairs strategy. They serve in an administrative and operational leadership capacity to guide the university's overall community engagement activities. They collaborate with key internal and external stakeholders to advance the mission of the university as it relates to a best-practices model of community engagement. They are typically responsible for policy development and implementation as well as results delivered in a broad array of community partnership programs and initiatives. They possess the authority to set and change the strategic goals of the areas assigned and have considerable latitude on how results are achieved. They exercise independent judgement for complex issues. The quality of their decision-making has a critical impact on the strategic and operational goals of programs and services offered. Senior/Vice Provosts typically report to executive leadership.
10613 10612 10611	Senior Associate Vice Provost, Academic Affairs	Senior Associate Vice Provosts provide strategic, administrative, and operational leadership in the area of academic and faculty affairs. They ensure proper execution of strategic community engagement and outreach activities including community and special interest initiatives and programs; collaborative partnerships; community outreach; community engagement; and community-engaged scholarship, service, teaching/learning, and research. They may also be responsible for planning and executing strategic communications. They represent the university externally to stakeholders and internally as appropriate and ensure both long-term and short-term goals are supported by appropriate policies, practices, and resources. They possess the authority to set and change strategic goals and have considerable latitude on how results are achieved. They exercise independent judgement for complex issues, and the quality of their decision-making has a critical impact on the strategic and operational goals of programs and services offered. Senior Associate Vice Provosts typically report to the Vice Provost Community Engagement or executive leadership.
10516 10515 10514	Associate Vice Provost, Academic Affairs	Associate Vice Provosts provide senior leadership in the area of academic and faculty affairs. They are responsible for the development, implementation, and assessment of the university's comprehensive and integrated community engagement efforts and ensure both long-term and short-term goals are supported by the appropriate allocation of staff, space, and financial resources. They represent the university externally to stakeholders and internally as appropriate. They possess the authority to set and change the strategic goals and have considerable latitude on how results are achieved. They exercise independent judgement for complex issues. The quality of their decision-making and actions have a measurable impact on the strategic and operational goals of programs and services offered. Associate Vice Provosts typically report to executive leadership.
10513 10512 10511	Assistant Vice Provost, Academic Affairs	Assistant Vice Provosts serve in a senior leadership capacity to provide oversight of the implementation of strategic academic and faculty affairs initiatives. They ensure long-term goals are supported by the appropriate allocation of faculty, staff, space, and financial resources and are accountable for strategic and long-term planning, implementation, and assessment of major partnerships and initiatives with significant mission critical impact. They possess the authority to set and change strategic goals, exercising considerable latitude on how results are achieved. Assistant Vice Provosts articulate the university's



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		<p>community engagement and outreach vision and mission to internal and external stakeholders. They exercise independent judgement for most complex issues and refer unprecedented issues to a higher level. The quality of their decision-making and actions have a measurable impact on the strategic and operational goals of programs and services offered. Assistant Vice Provosts typically report to executive leadership.</p>
10416 10415 10414 10413 10412 10411	Director, Academic Affairs	<p>Directors typically provide operational management for a university-wide academic or faculty affairs program within a division, center, or department with shared-responsibility for planning, policy formation, and strategic implementation of programs or services. They typically ensure policy and legal compliance and manage other professional staff. Directors collaborate with internal and external constituents to achieve overall strategic goals. They have a significant impact within the department, influencing service delivery and operational goals. Under the direction of senior leadership, they exercise independent judgement for complex issues to ensure departmental objectives are met. They typically report to executive leadership.</p> <p>NOTE: The Director job is a supervisory job and is intended for positions that have three or more full-time direct reports who are typically managers of functional areas. Positions that meet the scope of the Director job that have fewer than three full-time direct reports should be placed in the Senior Administrator job.</p> <p>Senior Directors are responsible for long-range strategic planning and must possess a comprehensive knowledge of the service or functional area. They advance the service or functional area's strategic goals through innovative new programs, services, or practices. Senior Directors assume a higher level of responsibility and authority in compliance and legal matters.</p>
10326 10325 10324 10323 10322 10321	Manager, Academic Affairs	<p>Managers serve as operational managers responsible for the daily administration of a program, service area, or functional area. They may be responsible for areas such as ensuring policy and legal compliance; administering budgets; managing multimedia communications; recruiting, training, and supervising a team of staff, interns, or students; and special projects and other related operational activities. In consultation with senior leadership, they develop processes and implement new programs. They have a measurable impact within the department and influence service delivery in the school, department, or business unit. Managers work under intermittent supervision, resolving routine-to-complex issues independently. They typically report to a director or senior administrator.</p> <p>NOTE: The Manager job is a supervisory job and is intended for positions that have three or more full-time direct reports. Positions that meet the scope of the Manager and Senior Manager jobs and have fewer than three full-time direct reports should be placed in the Administrator job.</p> <p>Senior Managers participate in long-range strategic planning, which requires a comprehensive knowledge of the service or functional area. They advance the service or functional area's strategic goals beyond daily operations through innovative new practices. Senior Managers assume a higher level of responsibility and authority in compliance and legal matters.</p>
10916 10915 10914	Administrator, Academic Affairs	<p>Administrators provide administrative management of one or more functional units, departments, or business units within Academic and Faculty Affairs. They are typically responsible for overseeing and coordinating all administrative affairs, with strategic</p>



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10913 10912 10911		<p>management of daily operations as a primary purpose. The role may have direct and indirect reports. They typically serve as liaisons between internal departments or functional areas in order to achieve operational goals and serve as a resource to lower-level staff. Their decision-making has a significant impact on service delivery and student success. Administrators work under intermittent supervision, resolving complex issues independently and referring unprecedented issues to a higher level. They typically report to executive or senior leadership.</p> <p>NOTE: The primary purpose of the administrator job is the strategic management of daily operations and not primarily supervision although the role may have direct and indirect reports.</p> <p>Senior Administrators serve in a senior capacity with the equivalent scope and authority of the Director role but with fewer than three functional area managers as direct reports. They are responsible for long-range strategic planning and the application of a comprehensive knowledge of the service or functional area. They advance the service or functional area's strategic goals beyond the internal scope of the department through innovative new programs, services, or practices. Senior Administrators assume a higher level of responsibility and authority in compliance and legal matters.</p>
10236 10235 10234 10233 10232 10231	Curriculum Design Professional	<p>Curriculum Designers provide curriculum design services within a specific functional area of Academic and Faculty Affairs or within an academic school or department. They are responsible for providing services that ensure strategic, operational, or project goals established by faculty and senior leadership are met. Their typical duties include collaborating with faculty to develop and design curriculum; assessing learner needs and styles; defining learning objectives; creating the learning environment and content materials; implementing training; and evaluating the effectiveness of the curriculum. They work under limited supervision, exercising independent judgment for complex issues while referring unprecedented issues to a higher level. The quality of their decision-making has a measurable impact on strategic and operational goals of the department. Curriculum Designers typically report to a manager or director or in some units may report to an administrator.</p> <p>Senior Curriculum Designers possess greater knowledge of the curriculum design field, distinguishing them from Curriculum Designers. They are further distinguished by the complexity of assigned work; an ability to identify options and develop solutions for unique or unprecedented situations; greater decision-making authority; and the judgment, resourcefulness, and ability to identify issues and/or areas that should be addressed differently. They are resources for others, participating in mentoring, coaching, and training.</p>
10226 10225 10224 10223 10222 10221	Instructional Design Specialist	<p>Instructional Design Specialists provide instructional design services within a specific functional area of Academic and Faculty Affairs or within an academic school or department. They typically work in collaboration with faculty in the development and design of instructional content and course materials and may give advice on appropriate and effective methods of delivery. Their typical duties may include helping to facilitate the integration of technology into the curriculum; training faculty and staff in instructional media, as well as providing technical and curricular support; and providing guidance and direction related to web based instruction. They are responsible for providing services that ensure strategic, operational or project goals established by faculty and senior leadership are met. They work under limited supervision, exercising independent judgment for</p>



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		<p>complex issues and referring unprecedented issues to a higher level. The quality of their decision-making has a measurable impact on strategic and operational goals of the department. Instructional Design Specialists typically report to a manager or director or in some units may report to an administrator.</p> <p>Senior Instructional Design Specialists possess greater knowledge of the instructional design field, distinguishing them from Instructional Design Specialists. They are further distinguished by the complexity of assigned work; an ability to identify options and develop solutions for unique or unprecedented situations; greater decision-making authority; and the judgment, resourcefulness, and ability to identify issues and/or areas that should be addressed differently. They are resources for others, participating in mentoring, coaching, and training.</p>
10216 10215 10214 10213 10212 10211	Academic Advisor	<p>Academic Advisors provide information and advice to students concerning academic plans and progress, academic schedule, choice of major, and other academic activities and career goals. They may reside within a specific functional area of Academic and Faculty Affairs or within an academic school and may serve as an institutional representative to provide insight and direction to students to support successful academic, social, and personal developmental outcomes. Their typical duties may include helping students by planning schedules, recommending courses, and determining appropriate education solutions; assisting with new student orientations; and helping students select major and minor programs and develop study plans. They work under limited supervision, resolving moderately complex issues independently and referring more complex issues to an upper-level manager. Their decisions and quality of services provided may have a significant impact on service delivery and student success. Academic Advisors typically report to a manager or director or may report to an administrator.</p> <p>Senior Academic Advisors possess greater knowledge of the academic advising profession, distinguishing them from Academic Advisors. They are further distinguished by the complexity of assigned work; an ability to identify options and develop solutions for unique or unprecedented situations; greater decision-making authority; and the judgment, resourcefulness, and ability to identify issues and/or areas that should be addressed differently. They are resources for others, participating in mentoring, coaching, and training.</p>
10126 10125 10124 10123 10122 10121	Student Recruiter	<p>Student Recruiters provide student recruitment services either university-wide or to a specific academic school. They serve as liaisons to department or unit managers in order to effectively develop and implement recruitment strategies consistent with the university's overall recruitment strategy. Their typical duties include leading the coordination of undergraduate and graduate recruitment and retention initiatives; conducting information sessions, interviews, and counseling sessions with prospective students and their parents; providing guidance to prospective applicants on program requirements and required documents, admission, and university procedures; maintaining pre-enrollment databases; traveling to recruitment events at college fairs, career fairs, high schools, and community colleges. They work under limited supervision, resolving moderately complex issues independently and referring more complex issues to an upper-level manager. Their decisions and quality of services have a measurable impact on University recruitment goals and service delivery Student Recruiters typically report to a manager or director or in some units may report to an administrator.</p> <p>Senior Student Recruiters possess greater knowledge of the technical and administrative</p>



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10116 10115 10114 10113 10112 10111	Coordinator, Academic Affairs	<p>Academic Affairs Coordinators are responsible for a variety of technical and administrative admissions tasks, including but not limited to processing applications for admission, admissions decisions, and change of major requests; implementing recruitment and marketing strategies; planning, coordinating, implementing, and participating in recruitment events; and generally providing excellent customer service to admissions constituents. Academic Affairs Coordinators may represent Academic Affairs to academic schools, business units, departments, or to the general public. They may work independently or as a member of a team. They work under general supervision, resolving most standard issues independently and referring complex issues to an upper-level manager. Academic Affairs Coordinators typically report to a supervisor or manager or in some areas may report to an administrator.</p> <p>Senior Academic Affairs Coordinators possess greater knowledge of the technical and administrative tasks associated with admissions, distinguishing them from Academic Affairs Coordinators. They are further distinguished by the complexity of assigned work; an ability to identify options and develop solutions for unique or unprecedented situations; greater decision-making authority; and the judgment, resourcefulness, and ability to identify issues and/or areas that should be addressed differently. They are resources for others, participating in mentoring, coaching, and training.</p>