



VCU

General Administration Job Summaries

Job Code	Job Title	University Job Summary
19713 19712 19711	Chief Officer for Administration	Chief Officers for Administration are responsible for the development of the university's strategy for administrative business units (excluding finance and university budget) in support of university academics and VCU Health. They are a member of the President's Cabinet and work directly with the Board, local elected officials, alumni, donors and the community to advance the mission of the University. They possess the authority to set and change the strategic goals of the business units assigned and exercises considerable latitude on how results are achieved. They are responsible for policy development and implementation as well as results delivered in multiple departments with significant strategic impact to the university mission. Chief Officers typically report to the President of the university or executive leadership.
19613 19612 19611	Deputy Chief Officer for Administration	Deputy Chief Officers for Administration are responsible for the implementation and coordination of strategic objections for the university's major administrative business units (excluding finance and university budget) in support of university academics and VCU Health. They work directly with the university president and chief officer for administration to advance the mission of the university. They possess the authority to set and change the strategic goals of the business units assigned and exercise considerable latitude on how results are achieved. They are responsible for policy development and implementation as well as results delivered in multiple administrative functional areas having significant strategic impact to the university mission. Deputy Chief Officers typically reports to the Chief Officer for Administration.
19816 19815 19814	Senior Advisor to Leadership	Senior Advisors to Leadership provide strategic administrative and operational leadership to the president for long-term strategic projects and operational goals. They represent the university externally to stakeholders and government agencies and internally as appropriate. They possess the authority to set and change the strategic goals of the areas assigned and exercise considerable latitude on how results are achieved. They exercise independent judgement for complex issues and the quality of their leadership, counseling, critical thinking, and collaboration skills has a critical impact on the strategic and operational goals of the university. Senior Advisors typically reports to the university president.
19813 19812 19811	Special Advisor to Leadership	Special Advisors to Leadership provide strategic administrative and operational leadership to the president for long-term strategic projects and operational goals. They represent the university externally to stakeholders and government agencies and internally as appropriate. They possess the authority to set and change the strategic goals of the areas assigned and exercise considerable latitude on how results are achieved. They exercise independent judgement for complex issues and the quality of their leadership, counseling, critical thinking, and collaboration skills has a critical impact on the strategic and operational goals of the university. Special Advisors typically reports to the university president.
19516 19515 19514	Chief of Staff for Executive Leadership	Chiefs of Staff for Executive Leadership provide strategic administrative and operational leadership in support of strategic initiatives and programs university-wide. They are typically responsible for advising executive leadership on policy, procedural and



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19513 19512 19511		<p>operational issues within the university. They represent the university externally to stakeholders and government agencies and internally as appropriate. They collaborate with executive leadership to influence established priorities and implement strategic initiatives. They resolve complex issues and the quality of their decision-making has a critical impact on the strategic and operational goals of the assigned areas and the university mission. Chiefs of Staff for CEO report to executive leadership.</p> <p>Senior Chiefs of Staff 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 Chiefs of Staff assume a higher level of responsibility and authority in compliance and legal matters. The Senior Chief of Staff job is reserved exclusively for the Office of The President.</p>
19426 19425 19424 19423 19422 19421	Strategic Planning Director	<p>Strategic Planning Directors are primarily responsible for the development of the university's strategy for administrative business units, excluding finance and university budget, in support of university academics and VCU Health. They serve in the President's Cabinet and work directly with the Board, local elected officials, alumni, donors, and the community to advance the mission of the University. They possess the authority to set and change the strategic goals of the business units assigned and exercises considerable latitude on how results are achieved. They are responsible for policy development and implementation as well as results delivered in multiple departments with significant strategic impact to the university mission. 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>Senior Strategic Planning 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 Strategic Planning Directors assume a higher level of responsibility and authority in compliance and legal matters.</p>
19416 19415 19414 19413 19412 19411	General Operations Director	<p>Directors typically provide operational management for a university-wide program or program for a school, department or business unit 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</p>



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		<p>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>
19326 19325 19324 19323 19322 19321	General Operations Manager	<p>Managers serve as operational managers responsible for one or more program's daily administration. 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 working on 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>
19916 19915 19914 19913 19912 19911	Administrator, General Administration	<p>Administrators provide administrative management of one or more functional units, departments, or business units. They are typically responsible for overseeing and coordinating all administrative affairs, with strategic 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>



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19316 19315 19314 19313 19312 19311	Supervisor, General Operations	<p>Supervisors provide oversight of daily operations of a small-to-medium within a business unit or for a functional area to implement short-term goals and ensure objectives for service delivery are met. They may be responsible for planning, organizing, coordinating, and coaching staff; supporting staff developmental endeavors and assuring proper staff training/ cross training; providing administrative assistance to senior management and occasionally covering in the absence of administrative assistants; coordinating Adjunct Faculty contracts and parking and acting as supervisor and timekeeper for teaching assistants. Supervisors ensure that day-to-day operations align with short-term goals and objectives; may help senior leadership develop processes or implement new programs and/or services; and may serve as liaisons between internal departments or functional areas. They may serve as a resource for lower-level staff. Their decision-making has a measurable impact on service delivery and operational goals. Supervisors work under intermittent supervision, resolving routine-to-complex issues independently and referring more complex issues to higher-level management. They typically report to a manager or director or in some areas may report to an administrator.</p> <p>NOTE: The Supervisor job is intended for positions that, as a general rule, have three or more full-time direct reports. However, the nature of some job families and the intentional staffing patterns allow for supervisor positions that manage the work assignments, hiring, and discipline of more than three hourly (wage) and/or student positions. Positions that meet the scope of the Supervisor job and consistently have hourly (wage) or student direct reports may be placed in the Supervisor job, in consultation with Human Resources. Otherwise, positions that do not have three full-time direct reports and do not consistently manage three or more hourly (wage) or student direct reports should be placed in the individual contributor job that best fits the overall job content.</p> <p>Senior Supervisors 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 Supervisors assume a higher level of responsibility and authority in compliance and legal matters.</p>
19286 19285 19284 19283 19282 19281	Office Manager	<p>Office Managers manage office operations and administrative support staff of a school, department or business unit. They ensure the correct functioning of facilities, office and/or business support services. Their typical responsibilities may include supervising support staff and student workers and coordinating their schedules; coordinating and assisting with reception activities; providing clerical support; monitoring budgets and creating reports; maintaining office supplies and equipment; preparing travel authorizations; providing general support for office computing networks and databases; project management for special projects. They work under limited supervisor and exercise independent judgment to resolve routine to moderately complex issues while referring unprecedented issues to a higher level. Office Managers typically report to a manager or director or in some units may report to an administrator.</p> <p>Senior Office Managers are distinguished from Office Managers by a greater knowledge of the office manager role; 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</p>



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		that should be addressed differently. They are resources for others, participating in mentoring, coaching, and training.
19116 19115 19114 19113 19112 19111	Executive Administrative Assistant	<p>Executive Administrative Assistants provide administrative support to management/upper-level administrators in a school, department or business unit. They participate in the development and implementation of clerical standards, policies, and practices for the organization while maintaining confidentiality, tact, and diplomacy. Their typical responsibilities may include anticipating the needs of the administrator they support; reviewing correspondence and drafting responses as appropriate; acting as a liaison with university leadership, assisting in relationship building with various constituents and leadership offices; tracking, monitoring, and following the progress of projects, action items, and strategies that emanate from the executive office; initiating subsequent follow-up meetings and communication for key stakeholders as directed. They may work independently or as part of a team. They work under limited supervision, resolving most complex issues independently and referring unprecedented issues to an upper-level manager. Executive Administrative Assistants typically report to a director or chair.</p> <p>Senior Executive Administrative Assistants are distinguished from Executive Administrative Assistants by a greater knowledge of the executive administrative assistant role; 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>
19036 19035 19034 19033 19032 19031	Administrative Coordinator	<p>Administrative Coordinators perform a wide variety of administrative, logistical, operational, and technical tasks related to operating a school, department or business unit. Their typical responsibilities may include tracking and scheduling projects; filing summary reports; archiving; communicating with vendors; managing invoices; providing responses to email and/or phone inquiries. They may work independently or as a member of a team. They work under intermittent supervision, resolving most standard issues independently and referring complex issues to an upper-level manager. Administrative Coordinators typically report to a supervisor or manager or in some areas may report to an administrator.</p> <p>Senior Administrative Coordinators are distinguished from Administrative Coordinators by a greater knowledge of the administrative coordinator role; 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>
19026 19025 19024 19023 19022 19021	Customer Service Representative	<p>Customer Service Representatives provide customer service and operational support to an academic school, department, or business unit. Their work is routine in nature, requiring limited judgment and following a set of pre-established guidelines, processes and procedures. Their typical responsibilities include responding to customer inquiries in person, online and via telephone, in a timely and respectable manner by practicing first call resolution, preventing call escalation, and adhering to service procedures and guidelines; directing visitors and incoming calls to appropriate offices; serving as back-up administrative support; scheduling meeting space; assisting staff with event coordination</p>



VCU

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19016 19015 19014 19013 19012 19011	Administrative Assistant	<p>Administrative Assistants provide entry-level administrative support to a school, department, or business unit. Their assignments are routine in nature, requiring limited judgment and following a set of pre-established guidelines, processes and procedures. Their typical responsibilities may include typing memos, correspondence, and reports; serving as the department receptionist; maintaining calendars and scheduling appointments; timekeeping; performing basic travel and purchase duties. They may work independently or as part of a team. They work under direct supervision, resolving most standard issues independently and referring complex or unique issues to a supervisor, senior/lead worker, or higher-level worker. Administrative Assistants typically report to a supervisor or middle manager or in some areas may report to an administrator.</p> <p>Senior Administrative Assistants are distinguished from Administrative Assistants by a greater knowledge of the administrative assistant role; 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 recognized as a resource for others, participating in mentoring, coaching, and training.</p>
19276 19275 19274 19273 19272 19271	Project Director	<p>Project Directors typically provide operational management of a large-scale project with shared-responsibility for planning, policy formation, and strategic implementation of programs or services. They may provide schools, departments, or business units with advice on industry trends, best practices, and compliance issues. They typically ensure policy and legal compliance and manage other professional staff. Project 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 senior management within a school, department or business unit.</p> <p>Senior Project 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</p>



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		practices. Senior Project Directors assume a higher level of responsibility and authority in compliance and legal matters.
19266 19265 19264 19263 19262 19261	Project Manager	<p>Project Managers serve as operational managers responsible for daily administration of multiple components of one or more comprehensive or specialized projects. Their typical duties may include planning, monitoring and managing long-term internal projects from initiation through completion; ensuring project results meet requirements regarding technical quality, reliability, schedule and cost; ensuring policy and legal compliance. In consultation with senior leadership, they develop processes and implement new programs. Project Managers work under intermittent supervision, resolving routine issues independently. They typically report to a director or senior administrator.</p> <p>Senior Project 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>
19256 19255 19254 19253 19252 19251	Project Analyst	<p>Project Analysts perform data analysis requiring a working knowledge of multiple functional areas and their applicable policies and procedures. They may facilitate and support project management activities by designing, interpreting, and recommending reports and metrics used in the analysis of key project indicators; analyzing and interpreting standard and specialized data for the end user for application within the school, department, or business unit; and identifying problems and recommending solutions for resolutions that best lead to effective outcomes. They may work independently or as part of a team. Project Analysts typically report to a manager or director or in some units may report to an administrator.</p> <p>Senior Project Analysts possess greater knowledge of project analytics, distinguishing them from Project Analysts. 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>
19246 19245 19244 19243 19242 19241	Project Administrator	<p>Project Administrators provide administrative management of a variety of project management activities within an academic school, department, or business unit. They are typically responsible for overseeing timeline estimates, deadlines, and reports according to project process methodology. They may be required to possess knowledge of federal, state, and university compliance mandates, policies, and practices. 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. 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>Senior Project Administrators possess greater knowledge of administrative, logistical, and operational tasks related to program management, distinguishing them from Program 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</p>



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		<p>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>
19236 19235 19234 19233 19232 19231	Program Director	<p>Program Directors typically provide operational management for a 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. Program 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 or senior management within a school, department, or business unit.</p> <p>Senior Program Directors possess greater knowledge of administrative, logistical, and operational tasks related to program management, distinguishing them from Program Directors. 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>
19226 19225 19224 19223 19222 19221	Program Manager	<p>Program Managers serve as operational managers responsible for daily administration of multiple components of one or more programs. They may be responsible for ensuring that activities are carried out in accordance with specified program objectives. Their typical duties may include ensuring policy and legal compliance; administering budgets; managing multimedia communications; recruiting, training, and supervising a team of staff, interns, or students; 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. Program Managers work under intermittent supervision, resolving routine issues independently. They typically report to a director or senior administrator.</p> <p>Senior Program Managers possess greater knowledge of administrative, logistical, and operational tasks related to program management, distinguishing them from Program Managers. 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>
19216 19215 19214 19213 19212 19211	Program Specialist	<p>Program Specialists perform professional-level administrative support of a variety of program management activities within an academic school, department, or business unit. Their work involves assisting in the oversight of timeline estimates, deadlines, and reports according to project process methodology. Their typical responsibilities include overseeing internal and external business operations; implementing process improvement and procedures; providing executive-level administrative support; and providing planning, organizational, and coordination support for the various functions of the office. They may work independently or as a member of a team. They work under limited supervision,</p>



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		<p>making complex decisions independently and referring unprecedented issues to an upper-level manager. Program Specialists typically report to a manager or director or in some areas may report to senior management.</p> <p>Senior Program Specialists possess greater knowledge of administrative tasks related to program management, distinguishing them from Program 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>
19296 19295 19294 19293 19292 19291	Presidential Aide	<p>Presidential Aides perform operational and administrative responsibilities that require a thorough knowledge of university policies, procedures, and operations and an understanding of the university's role within the community. They have recurring contact with members of the Board of Visitors, senior administrators and executives, public and private officials, the media, students, and parents. They exercise initiative and independent judgment in managing the President's schedule and the office's daily activities. The Presidential Aide uses discretion in the dissemination of information to faculty, students, staff, and the various groups served by the university and coordinates activities with several major subordinate administrative units of the University. They typically report to the President.</p>
19203 19202 19201	Trainer/Instructor	<p>Trainer/Instructors are primarily responsible for developing and delivering training as it relates to the university's needs. They may confer with management to gain knowledge of work situations requiring training for employees to better understand changes in policies, procedures, regulations, and technologies. They typically develop teaching outlines and determine instructional methods by applying knowledge of specialty area(s) of training and of a broad range of training methodologies. Their work may require performing needs assessments and program evaluations. They typically work under intermittent supervision, resolving routine-to-complex issues independently. They typically report to a director or senior administrator.</p>