

**FLORIDA STATE COLLEGE AT JACKSONVILLE
JOB DESCRIPTION, 2018**

DIRECTOR OF ACADEMIC & STUDENT ACHIEVEMENT

FLSA STATUS: EXEMPT – PAY GRADE: 26-A

**JOB FAMILY: MANAGERIAL/SUPERVISORY – ACADEMIC - JOB FUNCTION:
MANAGERIAL/SUPERVISORY**

GENERAL STATEMENT OF JOB

Working with the AVP for Strategic Priorities, the Director of Academic & Student Achievement provides college wide direction for student success initiatives or in the development and management of programs designed to promote student success under the Division of Institutional Effectiveness and Advancement. The direction includes, but is not limited to, grants development and monitoring, program development, implementation and management, and college wide oversight of programs and activities in which numerous college departments participate.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES

Provide leadership and guidance for the Title III project and its implementation at FSCJ.

Take needed collaborative steps to initiate the project and organize the scope of work.

Serve as a change agent by providing proactive, visionary leadership for strengthening student and academic support systems.

Hire and supervise project staff.

Form BRIDGES to Educational Success Team (BEST); convene and schedule regular meetings with BEST.

Provide direction to College service units regarding initiatives to strengthen student support systems.

Communicate program objectives and status on deliverables to all constituencies of the College.

Establish and maintain effective communication channels and procedures.

Develop policies and procedures for effective management of student support systems.

Collect, compile and interpret statistical data regarding students, faculty, college services and the effectiveness of the project.

Responsible for program reporting to college leadership and the US Department of Education.

Maintain the program & activity budgets and spend federal funds as outlined in the Title III application.

Work with College staff to institutionalize new practices and improvements.

Write and publish reports, documents, papers, contracts and grant applications.

Communicate with public and private agencies to promote the provision of educational services to the community.

Supervise and provide direction to staff; lead/supervise faculty in the identification and implementation of new instructional initiatives; supervise the development and implementation of faculty training activities.

Research holistic student support services. Develop and implement interventions appropriate for

FSCJ's context.

Evaluate program performance with campus administrative staff.

Provide information, data and documentation for new initiatives, on-going activities and use of college resources to the Associate Vice President of Strategic Priorities.

Verify payroll and time cards for career staff and approves leave forms and work schedules.

Respond to internal and external inquiries.

Perform other duties as assigned.

SUPERVISION RECEIVED

This position reports to the AVP of Strategic Priorities.

SUPERVISION EXERCISED

Supervision is exercised over assigned staff.

MINIMUM QUALIFICATIONS

A master's degree from an accredited institution supplemented by a minimum of five (5) years of related experience in higher education leadership.

PREFERRED QUALIFICATIONS

A master's degree from an accredited institution supplemented by five (5) years of teaching / administrative experience in a higher education setting.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of equipment including computers. Involves some physical effort, such as standing and walking, or frequent light lifting (5-10 pounds); or minimal dexterity in the use of fingers, limbs, or body in the operation of shop or office equipment. Task may involve extended periods of time at a keyboard.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural, or composite characteristics (whether similar to or divergent from obvious standards) of data, people or things.

Interpersonal Communication: Requires the ability to speak and/or signal people to convey or exchange information. Includes issuing and receiving instructions, assignments and/or directions.

Language Ability: Requires the ability to read a variety of correspondence, reports, forms, brochures, lists, etc. Requires the ability to prepare correspondence, reports, forms, requisitions, etc., using prescribed format. Requires the ability to communicate effectively in standard English. Requires the ability to communicate with a broad array of individuals from various professional backgrounds.

Intelligence: Requires the ability to apply rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; to interpret a variety of instructions furnished in written, oral, diagrammatic, or schedule form; to acquire knowledge of topics related to occupation.

Verbal Aptitude: Requires the ability to record and deliver information, to explain procedures, to follow oral and written instructions. Must be able to communicate effectively with staff, students, co-workers and supervisors.

Numerical Aptitude: Requires the ability to utilize mathematical formulas; to add and subtract; multiply and divide; to determine decimals and percentages; to utilize college algebra and

descriptive statistics.

Form/Spatial Aptitude: Requires the ability to inspect items for proper length, width and shape and visually read various information.

Motor Coordination: Requires the ability to coordinate hands and eyes rapidly and accurately in operating computers and modern office equipment and machinery.

Manual Dexterity: Requires the ability to handle a variety of computers and office machines, etc. Must have minimal levels of eye/hand/foot coordination.

Color Discrimination: May not require the ability to differentiate between colors and shades of color.

Interpersonal Temperament: Requires the ability to deal with people beyond giving and receiving instructions. Must be adaptable to performing under stress and when confronted with persons acting under stress.

Physical Communication: Requires the ability to talk and hear: (Talking: expressing or exchanging ideas by means of spoken words. Hearing: perceiving nature of sounds by ear). Must be able to communicate via telephone.

Environmental Requirements: Tasks are regularly performed without exposure to adverse environmental conditions.

Effective: 11/2018