

**FLORIDA STATE COLLEGE AT JACKSONVILLE
JOB DESCRIPTION, 2017**

ASSOCIATE PROVOST, CURRICULUM AND INSTRUCTION

FLSA STATUS: EXEMPT – PAY GRADE: 29 – A

JOB FAMILY: SENIOR ADMINISTRATION JOB FUNCTION: EXECUTIVE MANAGEMENT

GENERAL STATEMENT OF JOB

The Associate Provost of Curriculum and Instruction provides collegewide senior academic leadership in the areas of curriculum development, review, and enhancement; instructional support and development; and related academic activities designed to promote student learning, success, and retention. Emphasis is placed on designing and leading these areas to promote student success through both direct and indirect service. As the collegewide leader for academic support, the Associate Provost of Curriculum and Instruction's span of responsibilities include oversight of the following offices, functions, and academic enrichment programs: Curriculum, Library and Learning Commons, Academic Engagement and Service Learning, Academic Foundations, and the Honors Program. This position requires effective leadership in assigned areas, visionary planning to ensure proper future-oriented positioning, and creative collaboration with members of the Provost's leadership team and beyond.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES

Serve as a collaborative member of the Provost's leadership team, fostering a positive culture in support of Academic Affairs.

Providing leadership and direct support for assigned staff in all aspects of curriculum and assigned areas of instructional oversight.

Oversee multi-faceted curriculum processes associated with the creation, review, approval, modification and sustainability of the college's degree and certificate programs. This work includes managing the curriculum process and engaging relevant faculty in staff in professional development regarding curriculum.

Provide collegewide leadership, in collaboration with faculty and appropriate staff, for maintaining college curriculum that satisfies state statutory and the Southern Association of Colleges and Schools Commission on Colleges' requirements; provide like leadership for specialized accreditations.

Collaborate with other college leaders to create integrated workflows for work that involves, but does not wholly reside in Curriculum and Instruction, including college and program accreditation, outcomes assessment, articulation, financial aid, and academic plans/degree audits.

Serve as the supervisory administrator for the Office of Academic Engagement, with responsibility for the development, implementation, and oversight of the honors program, study abroad program, and both College-supported and new faculty initiatives fostering student engagement.

Serve as the supervisory administrator for Service Learning and Civic Engagement, with responsibility for the creation and maintenance of a supporting administrative structure that promotes the integration and assessment of service learning within college courses.

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Lead research efforts pertaining to instructional strategies and methods designed to enhance student success and retention. Produce white papers and other significant documents as needed, with findings and recommendations about research-based teaching practices reflective of local, state, and national trends, with a special emphasis on college and career readiness, academic and career pathway advising, time-to-degree completion, and the use of learning technologies.

Serve as the convening administrator for Academic Foundations by engaging and leading a cross disciplinary team of deans and faculty in a comprehensive approach to developmental education, which is compliant with state rules and aligned with promising national trends to the degree possible.

Prepare administrative, divisional, and state reports, including the Florida Department of Education Developmental Education Accountability Report and the Textbook Affordability Report, on behalf of the Provost/Vice President for Academic Affairs.

Supervise the Executive Dean of Library Services to insure the efficient and effective delivery of services, including access to library resources, support of student and faculty research, education in information literacy, and provision of tutoring services.

Collaborate with faculty, Library and Learning Commons professionals, and student services professionals to identify barriers to student success and to develop college-wide programs and initiatives to facilitate students' successful course and program completion.

Work closely with the Faculty Academy for Professional Development to design and implement faculty professional development focused on research-based practices in teaching and academic support.

Work closely with the Faculty Academy for Professional Development in coordinating the annual Outstanding Faculty Award and other relevant faculty award events.

Provide college-wide leadership for grant preparation and monitoring within the areas of curriculum and instruction.

Serve on appropriate college, state, and national committees for the enhancement of curriculum and instruction.

Provide the Provost with support in development of departmental budgets, policy guidelines and procedures.

Assume and assist with Provost duties, as needed.

Provides collegewide leadership in other areas as assigned.

Perform related duties as required.

SUPERVISION RECEIVED

Supervision is received from the Provost.

SUPERVISION EXERCISED

Supervision is exercised over assigned staff.

MINIMUM QUALIFICATIONS

Master's degree from an accredited institution supplemented by a minimum of five (5) years of related experience and three (3) years of full-time college teaching, liberal arts, workforce development or student services experience.

PREFERRED QUALIFICATIONS

Doctorate degree from an accredited institution supplemented by a minimum of three (3) years of experience in higher education, preferably a combination of teaching and administrative duties

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS

Physical Requirements: Must be physically able to operate a variety of machines and equipment including computer, office equipment, telephone, etc.. Physical demands are essentially those of sedentary work. Tasks may require extended periods of time at a keyboard or workstation.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or compositional characteristics (whether similar to or divergent from obvious standards) of documentation, files, accounts, and equipment.

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

Language Ability: Requires ability to read standard English, as well as basic technical data, policy and procedure manuals, codes, etc.. Requires the ability to prepare forms and reports using prescribed formats. Requires the ability to communicate with a broad array of individuals from various professional backgrounds.

Intelligence: Requires the ability to apply principles of logical thinking to define problems, collect data, establish facts and draw valid conclusions; to interpret a variety of instructions or inquiries furnished in written and/or oral form; to acquire knowledge of topics related to occupation.

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

Numerical Aptitude: Must be able to add, subtract, multiply and divide; calculate decimals and percentages.

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 accurately in operating modern office equipment and machinery.

Manual Dexterity: 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 receiving instructions. Must be adaptable to performing under moderate levels of stress, imposed by frequent deadlines, peak workloads, or public/student contact.

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).

Environmental Requirements: Tasks are regularly performed without exposure to adverse environmental conditions (e.g., dirt, cold, rain, fumes).

Effective: 5/17