

**FLORIDA STATE COLLEGE AT JACKSONVILLE
JOB DESCRIPTION, 2025**

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, instructional support, and related academic activities designed to promote high quality teaching and learning. The Associate Provost of Curriculum and Instruction oversees curriculum services, library and tutoring services, and digital learning services, which includes the effective use of technology in curriculum, course design, and pedagogy (e.g., digital course development, artificial intelligence, and other emerging technologies). This position provides visionary planning to ensure future-oriented positioning, and collaborates with members of the Provost's leadership team and the broader College community.

CHARACTERISTIC DUTIES AND RESPONSIBILITIES

Oversees, directs, and supervises assigned staff; provides mentorship and leadership; conducts performance evaluations; ensures that employees follow policies and procedures; approves leave requests and timesheets; and makes hiring, termination, and disciplinary recommendations. Ensures that staff are trained, provides coaching, and facilitates professional development opportunities.

Supervises the Dean of Library and Tutoring Services to ensure 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.

Provides collegewide leadership and collaborates with faculty and appropriate staff for the development, maintenance, and institutional implementation of high-quality college curriculum that meets community needs and that satisfies the requirements of applicable legislative, regulatory and accrediting bodies, including program accreditors.

Serves as the lead administrator for academic engagement - the development, implementation, and assessment of programs and collegewide initiatives that foster enriched student engagement, persistence, and learning (e.g. service learning, international education, etc.).

Leads research efforts pertaining to instructional strategies and methods designed to enhance student success and retention. Produces white papers and other significant documents, 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.

Works 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.

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

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

Assumes and assists with Provost duties, as needed.

Provides collegewide leadership in other areas as assigned.

Utilizes a student-centered planning approach to lead curriculum development that prioritize the interests and aspirations of the individual student, employers, and associations.

Performs other 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 a regionally accredited institution and 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 a regionally accredited institution and 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

Revised: 7/10/25