

MnSCU ACADEMIC PROFESSIONAL 5

KIND OF WORK

Professional level academic and academic support work for a two year higher education institution or centralized office, fifth of 6 classes within the academic professional job class series.

NATURE AND PURPOSE

Under administrative direction, serves as statewide recognized expert for a relatively large and complex professional/administrative program or specialized professional services where the incumbent directs educational research and specialized programs; analyzes and recommends new and modified policies; supports system wide decision making and long-range organizational and system planning; serves as a liaison with other state and federal agencies and provides direction to interdisciplinary task forces and committees; analyzes and develops legislation; and performs related work as required.

DISTINGUISHING CHARACTERISTICS

Compared to MnSCU Academic Professional 4's, incumbents in this class will be responsible for maintaining a level of expertise with a statewide scope and broad breadth of responsibilities for new, unique, emerging, or expanding programs or technical depth of a program justifying this level. The "what" is distinctly stated, the "how" is largely determined by the incumbent's own judgment.

OPTIONS

19 options are available for this job class.

EXAMPLES OF WORK (A position may not include all the work examples given, nor does the list include all that may be assigned.)

Provide guidance in the utilization of emerging healthcare simulation and other innovative technology and experiences to enhance the delivery of health education programs for institutions system wide.

Develop and implement the Imagery Analyst Training Program curriculum and serve as a master trainer ensuring program content reflects industry-driven employment indicators at the local, state, and regional (Midwest) level.

Lead implementation of the consortium's Health Professions Pathways program goals and training initiatives ensuring that all college, state and federal regulations, and grant requirements are followed and policies and procedures are developed.

Develop procedures, databases, and queries to collect, analyze, and report graduate outcomes and employment data to comply with a variety of federal and state reporting requirements, e.g., Gainful

Employment Disclosures, Gainful Employment Student Level Reporting, Workforce Innovation and Opportunity Act.

Monitor new developments in student life and recommend best practices for program content, operations, and work procedures in areas such as student athletics, mental health services, campus associations, statewide associations, international services, and counseling and advising, so programs throughout the system are able to show increased student success and retention rates and are operated with greater effectiveness and efficiency.

Provide leadership and guidance for the next generation learning projects so leading edge strategies and operational resources are available to institutions for course development methodology to improve course experiences for both learners and faculty.

Research, recommend, and disseminate informational resources and guidance so institutions have the assistance needed to implement distance learning.

Advise and consult with campus administrators, faculty and staff about planning, implementing, and promoting quality standards so institutions have the assistance needed to achieve accreditation.

KNOWLEDGE, SKILLS AND ABILITIES REQUIRED

Knowledge of:

Specific professional field (such as unmanned aerial systems, imagery analyst operations, tactical/field mobile operations, homeland security operations, military intelligence collection cells, standardized dissemination techniques, etc.).

State and Federal laws, rules, and regulations governing the program area.

Educational philosophy and practices for the academic program area.

Quantitative research methodologies applicable to post-secondary education.

Behavioral research techniques in such fields as economics, educational psychology, public administration, and/or political science relevant to educational research and analysis.

Fiscal management practices and state and federal administrative processes and auditing requirements.

Contemporary issues and trends related to the transformation of higher education (e.g., lifelong learning, student-centered learning, inquiry-based learning, virtual universities, fusion of learning and work, distributed learning, etc.).

Needs assessment methods, curriculum development, and course evaluation techniques.

Higher education systems and structures.

Educational policy issues and alternatives for addressing policy issues.

Skills in:

All facets of distance/distributed learning and emerging technologies.

Use of simulation technology and applications sufficient to develop, deliver and assess curriculum and/or training.

Design and preparation of data analyses working with large and complex relational data sets.

Managing projects from inception through execution and evaluation sufficient to create clear and attainable project objectives, build project requirements, oversee cost, time and scope of projects, manage project constraints, and communicate progress and end results.

Communication sufficient to prepare messages and materials for diverse audiences and clearly explain, discuss, and present complex ideas, regulations, policies and/or procedures.

Specialty computer software sufficient to set-up, manage, query and analyze data and create reports and presentations for decision making.

Ability to:

Conceptualize and execute creative, efficient, and effective solutions to issues/problems.

Evaluate recommendations from committees, institutional staff and other stakeholders to determine effectiveness and efficiency; then determine best methods for delivering services.

Recognize logical relationships among and between data elements and the objects the elements describe or measure.

Design, develop, and deliver training that engages learners and achieves learning objectives.

LEGAL OR LICENSURE REQUIREMENTS (These must be met by all employees prior to attaining permanent status in the class)

NA

SPECIAL WORKING CONDITIONS

N/A

Est.: 03/95

TC: 07/07

Rev.: 05/18

Former Class Titles: MnSCU Program Director 3