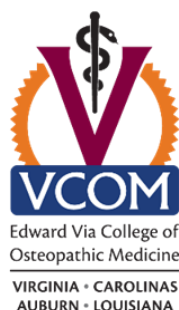


Position Description



Job Title: Director for Student and Institutional Academic Success	
Department: Center for Institutional, Faculty, and Student Success	Date: August 1, 2026
FLSA: Exempt	Work Location: Carolina Campus
Employee Category: Administrative Staff	Work Schedule: M–F, 8:00am – 5:00pm
Reports to: Executive Director for Academic Support Services for the Center for Institutional, Faculty, and Student Success	Percent Employment: 100%
Direct Reports: N/A	

I. **Job Summary:**

Work within the Center for Institutional, Faculty and Student Success to further the mission to advance the quality of teaching and learning by promoting a College culture where the VCOM community works collaboratively to champion educational excellence. This position shares in the responsibility to provide academic information, resources and guidance to students, faculty and staff.

The Director for Student and Institutional Academic Success is solely responsible for the job duties listed below. As such, the demands of the position are high, requiring an extremely self-motivated individual who can provide high quality academic support to students in a non-stop support environment.

II. **Job Duties:** **Students:**

1. Identify students experiencing academic difficulty and provide students with academic assistance and/or refer students to additional intervention resources when needed.
 - a. Manage the CIFSS student intervention database, track students in academic difficulty and monitor their progression through academic intervention supports.
 - b. Support student learning and success through a data driven, multi-layered student intervention program designed to address individual student needs.
 - c. Assists students to develop learning strategies that support individual success, which may include instruction on compensatory study skills, test taking strategies, time management, course tutoring, etc.
2. Present study skills presentation to OMS 1 students during orientation.
3. Assist with the development and coordination of student success workshops/programs.
4. Maintain regular communication with faculty, academic advisors, and other related personnel to monitor academic progress.

5. Work to establish a collaborative and involved culture between all individuals involved in the academic support of the student; develop and oversee training for faculty on student interventions.
6. Advise OMS 2 and OMS 3 students on board preparation resources and planning, including a board prep presentation to the class early in Block 5 and meeting with all OMS 2 students at the beginning of the OMS 2 year to help them develop an individualized short and long-term board prep plan.
 - a. Survey students regarding board preparation resources and planning and share results with the following class.
 - b. Maintain knowledge of COMLEX and USMLE preparation resources so as to provide students with accurate and relevant information.
 - c. Arrange faculty reviews of COMSAE and COMLEX.
 - d. Act as a liaison between VCOM and commercial preparation programs.
7. Monitor, document, and report student's progress on COMSAE Phase 1, COMSAE Phase 2, COMLEX Level 1, and COMLEX Level 2 CE.
 - a. Identify, advise, and support students considered at-risk of failing or who have failed COMSAE or COMLEX.
 - b. Provide support meetings for all COMSAE and COMLEX failures.
 - c. Communicate with the Associate Deans, Dean, and Registrar regarding student's COMSAE and COMLEX status, including the need for additional coursework or an ADPOS.
 - d. Purchase COMSAE exams.
 - e. Proctor COMSAE exams, including reattempts and all attempts for ADPOS students.
 - f. Act as a liaison between VCOM and NBOME to manage student eligibility for COMLEX and to troubleshoot issues.
 - g. Confirm graduation requirements for COMSAE and COMLEX are completed.
8. Coordinate and monitor the VCOM peer-tutoring program.
9. Coordinate and monitor the academic advising program.
10. Provide information to students inquiring about a suspected or diagnosed disability as to VCOM's policies and procedures regarding diagnostic evaluations and determination of academic accommodations.
 - a. Serve as a member of the campus Section 504 Committee.
 - b. Stay abreast of applicable laws related to the eligibility process for accommodations.
11. Collaborate with members of the Center for Institutional, Faculty, and Student Success to identify instructional issues affecting student learning and recommend faculty development sessions directly correlated to student feedback.
12. Serve on various committees as needed, including Promotion Board and Dean's Council, and others as required.
13. Maintains and updates confidential files and records pertaining to student academic issues and progress.
14. Perform other duties as assigned.

III. **Required Qualifications:**

- Education: Doctorate degree in education preferred but will consider a Master's degree in education working toward a doctorate degree in education.
- Experience: At least 3 years of work experience in the academic setting with experience in teaching and/or academic support.

Other skills important to this position:

- Confidentiality
- Excellent interpersonal and communications skills
- Strong team player
- Commitment to College values
- Basic computer proficiency
- Ability for occasional travel

Preferences are given to candidates who have worked in academic environments.

Successful candidate will be subject to a criminal history background check.

Regular, reliable or predictable attendance is an essential function of the job

- IV. **Working Conditions and Efforts:** The physical demands and work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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Work environment: Office environment. Outside travel 0% to 5% of time. The noise level in the work environment is usually minimal, however the reception area with frequent visitors, phone calls and discussions may be distracting.

This position is classified as an exempt position because it requires that the candidate/employee exercise independent judgement and discretion regarding matters of significance.

Employment with VCOM is "at-will". This means employment is for an indefinite period of time and it is subject to termination by the employee or by VCOM, with or without cause, with or without notice, and at any time. Nothing in this position description or any other policy of VCOM shall be interpreted to be in conflict with or to eliminate or modify in any way, the "at-will" employment status of VCOM employees.

- V. **VCOM Core Values:** The employee is expected to adhere to all VCOM policies. As the environment is a professional college, VCOM faculty / staff are expected to dress and behave in a professional manner at work. VCOM faculty / staff are expected as VCOM employees, to be a person who obeys all laws and professional expectations of an upstanding citizen of the community. VCOM expects all employees to maintain a positive attitude in all working relationships with all VCOM departments, employees, medical students, prospective medical students, interns, and residents and to treat all other engaged in the duties of the employment, with mutual respect.

I am notified that the College is an equal opportunity employer and does not discriminate on the basis of age, sex, sexual orientation, ethnicity, religion, disability, or protected veteran status.

I have been made aware of the College's most recent campus safety report, the location of the college policies and procedures document, and the appropriate handbook for my position. I recognize my responsibility to be aware of the policies and procedures and I am in agreement to follow the policies and procedures as written.