



Position Posting: Director of Bureaucracy Simplification (Director of B.S.)

Reports to: Independent Policy & Process Oversight Council, with a dotted line to the President

Unit: Student Needs and Fairness Unit (S.N.A.F.U.)

Salary: \$58,432 annually (a figure carefully chosen to be far below the market value for the skills required, yet somehow higher than what the position will likely get approved for)

Mission

The Director of B.S. will identify, challenge, and eliminate outdated, unnecessary, or harmful policies, operating practices, or procedures (P.O.O.P.) that undermine student success, staff productivity, faculty effectiveness, and institutional credibility.

Position Description

This is a cross-institutional role charged with finding and fixing the hidden inefficiencies, double standards, and structural obstacles that keep higher education running at less than full capacity. The Director of B.S. will operate with the authority to cut through silos, question sacred cows, and push for reforms that serve the mission — not outdated tradition or misplaced loyalty. The position works at the intersection of **policy, process, and people**, focusing on solutions that simplify work, improve student outcomes, and make life easier for those actually doing the work.

While rooted in higher education, the role demands the curiosity of an investigative journalist, the systems thinking of an engineer, and the persistence of a grant writer who just missed a deadline by three minutes.

Important Note

This is **not** the higher ed version of “D.O.G.E.” where random chaos, meme-worthy antics, and viral catchphrases run the office. The Director of B.S. will operate in a **thoughtful, practical, and collaborative** manner, whether or not others are in the mood to collaborate. The humor is in the delivery, not in the work, which is serious, evidence-driven, and aligned with the institution’s mission.

Key Responsibilities

1. **Policy Detox** – Review every institutional policy at least once every five years to confirm it still serves a legitimate purpose.
2. **Myth Busting** – Eliminate rules rooted in imaginary problems, such as the belief that residential students will become hermits if they take more than one online class.
3. **Barrier Removal** – Identify and dismantle curriculum, advising, and administrative obstacles that delay graduation, inflate costs, or frustrate students.
4. **Red Tape Triage** – Streamline processes that consume hours without improving outcomes.
5. **Impact Forecasting** – Require a “Student Impact Statement” for all new policies, plus an estimate of administrative time needed for implementation.
6. **Policy Onboarding** – Ensure new hires receive clear, role-specific policy guidance so they don’t find out about a rule only after breaking it.
7. **System Awareness** – Flag when decisions in one office unintentionally break something in another.
8. **Culture Disruption** – Replace “We’ve always done it this way” with “Does this still make sense?”

Sample Targets for P.O.O.P. Removal

- **Curriculum & Degree Requirements** that prioritize protecting majors over preparing students for real-world careers.
 - **Housing Rules** that mandate four years on campus despite having fewer beds than students.
 - **Administrative Hoops** such as printing syllabi for the dean's office when they already exist in the LMS.
 - **Pointless Enrollment Restrictions** based on outdated fears about online learning.
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Minimum Qualifications

- Master's degree in Higher Education Administration, Public Administration, Organizational Leadership, or a field that has absolutely nothing to do with bureaucracy but proves you can learn fast (e.g., Marine Biology, Astrophysics, Interpretive Dance) — as long as you can compellingly connect it to dismantling inefficiency.
- At least **7–10 years of experience outside higher education and 3–5 years inside** higher education, ideally in a role where you saw the sausage get made but somehow still believe reform is possible.
- Demonstrated ability to eliminate outdated practices without triggering a governance meltdown, faculty revolt, or six-month “we need a task force” delay.
- Proven record of surviving complex, politically charged organizations without becoming part of the problem.
- Fluency in both plain English and Higher Ed Bureaucratese, with the ability to translate one into the other instantly, even in meetings that should have been emails.
- Thick skin, quick wit, and the stamina to hear “but we’ve always done it this way” at least 50 times a week without throwing a stapler.

Preferred Qualifications

- Doctorate in any field except one that will make you think like the people who created the mess in the first place — or, alternatively, a Ph.D. in Common Sense or related field with a concentration in Cutting Red Tape and a dissertation title that alone can scare a policy committee into action
- Experience designing systems that prioritize students, not spreadsheets.
- Ability to lead change without a formal title, budget, or guarantee of backup — but with the persistence of someone who's run three marathons in a row.
- A history of convincing resistant colleagues to try something new without relying on food bribes (though you know exactly when and how to use them strategically).
- At least one documented success in eliminating a policy, practice, or tradition that “everyone thought was untouchable.”
- Comfort working with people from every corner of campus, from the faculty senate to the facilities team, and knowing exactly who actually gets things done.
- Familiarity with andragogy, student development theory, and the reality that today's “traditional” learners behave more like yesterday's “non-traditional” students, and the insight to stop designing programs for students who last existed in 1998.



Skills & Attributes

- X-ray vision for spotting redundant policies.
- Thick skin with a sense of humor sharp enough to cut through red tape.
- Comfort with both diplomacy and “blunt force clarity” when situations call for it.
- Able to collaborate with those who don’t want to collaborate, without needing to be liked in the process.
- Familiarity with both pedagogy and andragogy, and the wisdom to know when a program is designed for a “traditional” student who last existed in 1998.

Why This Role Matters

Because every minute faculty or staff spend wrestling with unnecessary rules or crazy practices is a minute not spent supporting students. Because every outdated policy sends a message about whose time and effort the institution values. And because flushing the P.O.O.P. is the fastest way to restore trust, efficiency, and a sense of shared purpose.

About Example University

Nestled on a picturesque campus that photographers have carefully framed to exclude construction zones, parking shortages, and crumbling infrastructure, the Example University prides itself on being a “tight-knit family” — the kind with unspoken feuds, political alliances, and at least one relative we don’t invite to the reunion. Our historic buildings and “state-of-the-art” facilities are a testament to decades of academic excellence and the occasional HVAC replacement after three emergency repairs fail.

We boast a warm, collegial atmosphere where everyone knows your name, or at least remembers you from that three-hour meeting that could have been a two-line email. Our manicured lawns, seasonal flower beds, and “Instagrammable” study spots invite quiet reflection, spirited debate, and the occasional vent session about processes no one understands but everyone must follow. While our brochures highlight nationally ranked programs and award-winning faculty, we also excel in the unadvertised arts of policy duplication, silo maintenance, and territorial skirmishes over classroom space.

At the University of X, we are deeply committed to student success, faculty excellence, and the belief that every policy has a story — even if that story is “we forgot to delete it from the faculty handbook or catalog.” We honor our traditions, from Homecoming to the annual rewriting of the same strategic plan goals, and we look forward to welcoming the Director of B.S. to help us create a future with fewer exceptions, waivers, and “temporary” workarounds that predate most of our students. And yes, we also prepare students for meaningful lives and careers — especially those that require mastering the fine art of navigating pointless steps, contradictory rules, and policies no one can fully explain.



Application Instructions

To be considered for the role of Director of B.S., please submit the following items — in exactly this order, using exactly these formatting instructions (because, naturally, we want to see how you handle absurd requirements before you get the job):

1. **Cover Letter** – In no more than 750 words, describe one real-world example of bureaucratic nonsense you eliminated (or tried to eliminate) in your career. Include:
 - The exact nature of the problem (preferably with a name that could be an acronym).
 - The resistance you encountered (please rate on a scale from “mild grumbling” to “full-blown faculty senate revolt”).
 - The specific strategies you used to address it.
 - The outcome, including measurable results and whether it required both laughter and swearing to get there.
 - Optional: A haiku summarizing your experience.
2. **Résumé or CV** – Either format is acceptable (but clearly one will be preferred – you got a 50-50 shot), but it must include: AI will immediately reject you for failure to use key terms you re not aware of
 - At least one “ridiculous requirement” you have removed in a previous role.
 - A separate “Stuff I Fixed” section in bold font.
 - An honest list of the committees you actually enjoyed serving on.
3. **P.O.O.P. Audit** – A short list (3–5 items) of policies, operating practices, or procedures from your current or previous workplace that you would nominate for immediate flushing. Include why they are wasteful, harmful, or outdated, and estimate the time or money they waste annually.
4. **Translation Sample** – A one-page translation of a dense, jargon-heavy policy into plain English that a first-year student could understand without assistance from a lawyer or philosopher.
5. **References** – Three references who can speak to your ability to cut red tape without setting anything important on fire. At least one must be someone who initially resisted your changes but later admitted you were right.
6. **Video or Audio Statement** – A 60–90 second pitch for one change you would make at this university in your first 90 days. Humor encouraged; interpretive dance allowed but not required.
7. **Final Step** – Once you have completed all the above, please attach a short, written proposal for how you would simplify these application instructions and reduce the number of steps by at least half (lets be honest, you could likely eliminate 90%) without losing the essential information.

Please note the search committee will only receive your materials 15 minutes before the first interview if selected.