

## NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT JOB DESCRIPTION

Job Title:	Director, Academic Support Programs	Range: 24 (AC)	Management Schedule
Date Revised:	January 28, 2020	Date Approved:	August 11, 2015

### PRIMARY PURPOSE

Under the direction of the Dean of Library/Learning Resources, Instructional Support Programs and Services Division, provide comprehensive administrative direction, coordination, and support for academic support programs.

### ESSENTIAL FUNCTIONS

*Examples of essential functions are interpreted as being descriptive and not restrictive in nature.*

1.	Provide strategic leadership, coordination and support for academic support programs and services, including the Skills Center, Writing Center, and Tutoring Center, as well as embedded tutoring and other special support programs, in collaboration with faculty and staff, and under the direction of the Dean of Library/Learning Resources, Instructional Support Programs and Services Division.
2.	Develop new and innovative programs for the purpose of promoting student success, retention and persistence.
3.	Communicate and coordinate academic support efforts among instructional areas, student services, staff development, the research office, and other relevant areas.
4.	Provide administrative and technical support for campus academic support projects for faculty and staff involved in these activities.
5.	Monitor and fulfill academic program reporting requirements including the preparation of action plans, expenditure plans/reports, and program review.
6.	Monitor the overall Academic Support Center budget as well as the budgets of each individual program and activity.
7.	Work with campus research office to assess and report on academic support program activities.
8.	Promote program activities among campus constituents, community partners, and/or professional conferences as needed.
9.	Communicate and collaborate with district, community, and statewide entities including local high schools, local colleges and universities, and the State Chancellor's office.
10.	Train, supervise, evaluate and direct the work of personnel as assigned; participate in selection and hiring processes; develop, implement and monitor work plans to achieve assigned goals and objectives; participate in developing, implementing and evaluating work programs, plans, processes, systems and procedures to achieve department and district goals, objectives and performance measures consistent with the District's quality and service expectations.
11.	Coordinate appropriate training and staff development activities.
12.	Organize, attend, or chair a variety of meetings as required; serve on committees and special projects as assigned; coordinate program operations and activities with other campus programs and services, as appropriate; attend regional and statewide meetings and conferences.
13.	Learn and apply emerging technologies and advances (e.g., computer software applications) as necessary to perform duties in an efficient, organized, and timely manner.

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14.	Provide leadership in District/College efforts to increase the diversity of faculty and staff, to address student achievement gaps, and in the creation of a welcoming and inclusive work and educational environment.
15.	Assist and promote the growth and success of a diverse population of students and employees through the development of interculturally competent and equity minded management and leadership abilities. The ideal candidate should have experience in this area with African Americans, Latinx, Native Americans, Pacific Islanders and other disproportionately impacted students and employees
16.	Perform related duties as assigned.

**OTHER FUNCTIONS**

In addition to the essential functions, the Director, Academic Support Programs may participate in the development and administration of supplemental grants related to assigned programs.

**WORKING RELATIONSHIPS**

The Director, Academic Support Programs maintains frequent contact with students, representatives and service providers from the community and governmental agencies, and various college and District staff.

**EDUCATION AND EXPERIENCE**

**Required Qualifications**

Master's degree from a regionally accredited institution.

One year of relevant training, internship, leadership, or management experience or the equivalent. Equivalent must include, at a minimum, education, training, and/or professional experience that would be equal to the required graduate degree and administrative experience requirements.

Commitment to diversity. All applicants must have demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty and staff. The applicant must be able to demonstrate how their experience with these factors relates to successfully achieving the goals of the position.

**Desirable Qualifications**

Master's degree in Education or in a discipline being tutored (e.g., reading, writing, mathematics, and English as a Second Language).

Experience teaching or working with community college students.

Experience working with instructional student support programs.

Knowledge of current trends, technologies and initiatives related to student success.

Experience managing multiple budgets.

Demonstrated commitment and sensitivity to diversity.

Experience in shared governance in an educational setting.

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High level of critical thinking, problem solving and analytical skills.

High professional standards and strong interpersonal skills.

Effective oral and written communication skills.

Prior experience in approaching work and interactions with colleagues and/or students in an equity minded manner. Ability to provide an inclusive and welcoming work/educational environment.

### **KNOWLEDGE, SKILLS, AND ABILITIES**

Knowledge of a shared governance model

Knowledge of District organization, operations, policies and objectives

Knowledge of federal and state laws and regulations applicable to Basic Skills programs

Knowledge of applicable state education code and Title 5 provisions

Knowledge of research project policies, procedures and practices, including data collection and analysis

Knowledge of principles and practices of training and supervision

Knowledge of correct English usage, grammar, spelling, punctuation, and vocabulary

Knowledge of budget preparation and maintenance

Knowledge of current trends, technologies and initiatives related to student success

Ability to interpret, apply and explain rules, regulations, policies and procedures

Ability to analyze situations accurately and adopt an effective course of action

Ability to plan, organize and prioritize work

Ability to meet schedules and time lines

Ability to work independently with little direction

Ability to understand and follow oral and written directions

Ability to communicate efficiently both orally and in writing

Ability to supervise, train and provide work direction to others

Ability to establish and maintain effective working relationships with others

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### **SPECIAL REQUIREMENTS**

May require a valid California Driver's License

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### **WORKING CONDITIONS**

Office environment; subject to constant interruptions and frequent interaction with others; operation of a computer keyboard; travel to various locations; sitting or standing for extended periods of time (up to 2-3 hours); read a variety of printed materials and information on a computer screen for extended periods of time; ability to lift, carry and/or move objects weighing up to 10 pounds unassisted.

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