



Connecticut State
Colleges & Universities

Connecticut State Community College
Job Description
Campus Director of Tutoring and Academic Support

Salary Level:
CCP 19

Date Approved/Revised:
3/14/22

POSITION PURPOSE:

The Campus Director of Tutoring and Academic Support, manages a comprehensive program of academic supports, tutoring, and learning assistance at a CT State Community College campus. The College provides academic opportunities for a broad range of students seeking two- year liberal arts degrees as well as career, technical and occupational certifications and training. These students include those who may be lacking in basic skills and subject content which inhibits success in higher education.

The position directs the full range of academic services needed to assist students to achieve their learning goals including: skill testing and assessment; tutoring and lab assistance; special course examinations; computer-based instruction; learning skills advising; and operation of a learning center to support students' adaptation to higher education. The incumbent may perform some of those professional services personally.

SUPERVISORY AND OTHER RELATIONSHIPS:

The Campus Director of Tutoring and Academic Support, reports locally to a campus Dean of Students and Faculty and will work with the CT State Director of Tutoring and Disability Services on statewide initiatives and services.

The position directs the work of professional and support staff and student workers in providing testing, tutoring, technology support, and advisement services.

The position has extensive collaborative relationships with academic, professional and administrative people within the campus, throughout CT State Community College, and in professional associations. The incumbent is expected to represent the College in a positive manner and to collaborate with academic and student services departments to contribute in a significant way to retaining students.

MAJOR ACCOUNTABILITES:

The Campus Director of Tutoring and Academic Support, is accountable for providing the learning assistance needed by the College's students to assist them in attaining academic achievement commensurate with their capabilities through effective performance in these essential functional areas:

- A. Program planning and development;
- B. Service delivery;
- C. Training, development and direction of staff;
- D. Budget and fiscal management.

EXAMPLES OF DUTIES:

The following examples of duties and accountabilities illustrate the general range of tasks assigned to the position but are not intended to define the limits of required duties. Other essential duties may be assigned consistent with the general scope of the position.

A. Program planning and development: The Campus Director of Tutoring and Academic Support, is accountable for developing a comprehensive program of learning assistance to contribute to attainment of the College's goals of providing higher education to its students including those with disabilities, academic deficiencies, skill improvement and content enhancement needs. This accountability includes such essential tasks as:

1. Assessing the learning needs of the College's students through such means as analyses of test results and faculty reports of student performance;
2. Designing and developing methods and programs to support and assist students in learning at the highereducation level;
3. Collaborating with academic departments and divisions to provide content-specific support mechanisms;
4. Researching professional practices of learning assistance and determining their appropriateness for the College's students, adopting those best suited to the College's needs;
5. Monitoring and evaluating the effectiveness of the College's learning assistance programs and initiating neededmodifications.

B. Service delivery: The Campus Director of Tutoring and Academic Support, is accountable for the effective and efficient deliveryof learning assistance services to the College's students. This accountability includes such essential tasks as:

1. Directing and participating in the operation of the College's Academic Support Center;
2. Directing a comprehensive program of testing, including the designing, norming and administration of such tests as skills assessments, placement instruments and special tests to accommodate students with disabilities and those requiring makeup exams; this task also includes conducting analyses of test results and making judgments on proper assignment of students to classes based on their qualifications;
3. Directing a program of tutoring and lab assistance for students requiring such support;
4. Directing the installation, operation and evaluation of computer-based courseware to provide for students' supplemental instruction;
5. Directing and participating in advisement to students on test results and recommended course assignment.

C. Training, development and direction of staff: The Campus Director of Tutoring and Academic Support, is accountable for providing an appropriately qualified staff and for assuring their effective performance. This accountability includessuch essential tasks as:

1. Selecting, or recommending selection of, appropriately qualified staff for the learning assistance function withinthe constraints of fiscal and compensation policy;
2. Planning, developing and facilitating training and staff development of assigned staff to assure their continuingcompetencies;
3. Providing direction to assigned staff to assure their effective and efficient performance;
4. Evaluating performance of assigned staff, providing coaching where needed and conducting constructive performance reviews, in collaboration with Human Resources Shared Services, providing fair and effective administration of College human resource and labor relations policies.

D. Budget and fiscal management: The Campus Director of Tutoring and Academic Support, is accountable for management of campus financial resources and for the value of services provided with those resources. This accountability includes such essential tasks as:

1. Analyzing the resources needed to carry out the learning assistance services of the College including long term forecasts of future requirements;
2. Preparing and administering fiscally sound budgets;
3. Monitoring expenditures compared to budgets, assessing fiscal trends and initiating needed corrective action to assure budgetary integrity.

PROFESSIONAL PARTICIPATION AND DEVELOPMENT

In addition to the accountabilities listed above, the incumbent is required to carry out the essential duties of:

- Attendance and participation at convocation, commencement and honors ceremonies;
- Service on assigned committees and task forces;
- Attendance and participation at, committee, staff, informational and professional meetings.

All of these duties may involve attendance at evening or weekend events, within contractual limitations.

The incumbent is required to maintain currency in the position's required fields of professional expertise and competencies.

QUALIFICATIONS:

Incumbents must possess proven ability to effectively work with a culturally, linguistically, and ethnically diverse faculty, staff, and student. They are expected to have excellent oral and written communication skills along with strong Information technology literacy skills such as Microsoft Office (Word, Excel, Outlook, Teams etc.)

Incumbents are required to have demonstrated advanced knowledge and abilities in the following:

- Academic and skills testing and assessment methods;
- Familiarity with physical and learning disabilities;
- Remedial, developmental and adult education methods and techniques;
- Computer-based and multi-media instructional technology, including information technology literacy skills;
- Supervision of staff;
- Budget management

These skills and abilities typically are acquired through a combination of education, training and experience which would include a Master's degree in an appropriately related field together with two to five years of related experience which includes two years of experience in the supervision of the work of others; or a combination of education, training and experience which would lead to the competencies required for successful performance of the position's essential duties.

WORK ENVIRONMENT:

The incumbent typically performs work in offices, learning centers, or conference rooms and in locations where groups of students, tutors, faculty and staff gather. The work does not, normally, involve any significant physical effort. The incumbent may travel to public sites to make presentations as well as travel to regional or central meetings and conferences.