

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT JOB DESCRIPTION

Job Title:	Manager, Tutoring Programs	Range: 18 (AC)	Management Schedule
Date Revised:	August 22, 2007, January 28, 2020	Date Approved:	January 1, 2000

PRIMARY PURPOSE

Under the direction of the Director, Academic Support Programs or designee, provide comprehensive administrative management, coordination, and support for tutoring and special academic support programs within the LLRISPS division.

ESSENTIAL FUNCTIONS

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

1.	Provide strategic leadership, coordination, and support for applicable tutoring program activities as well as related special support programs in collaboration with applicable faculty and staff and under the direction of the Director, Academic Support Programs.
2.	Communicate and coordinate tutoring program efforts among relevant campus constituents, instructional areas, student services, staff development, research office, and other areas.
3.	Provide administrative and technical support for faculty and staff involved in tutoring activities.
4.	Complete reporting requirements including Program Review, Strategic Plans, and others as assigned.
5.	Monitor and control budget expenditures; prepare and maintain detailed and comprehensive reports, records and files regarding programs, operations, and activities.
6.	Work with the campus research office to assess and report on tutoring and other support program activities.
7.	Promote tutoring program and special support program activities among campus constituents, community partners, and/or professional conferences as needed.
8.	Maintain current knowledge of instructional methods and new technologies pertinent to assigned programs; learn and apply emerging technologies and advances (e.g., computer software applications) as necessary to perform duties in an efficient, organized and timely manner.
9.	Train, supervise, evaluate and direct the work of employees 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.
10.	Plan, organize and arrange appropriate training and staff development activities; provide orientation for new employees.
11.	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.
12.	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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13.	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.
14.	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
15.	Perform related duties as assigned.

OTHER FUNCTIONS

None

WORKING RELATIONSHIPS

The Manager, Tutoring Programs, maintains frequent contact with students and various college and District staff.

EDUCATION AND EXPERIENCE

Required Qualifications

Master's degree from a regionally accredited institution.

One year of formal training, internship, or leadership experience reasonably related to the assignment.

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

Experience teaching or working with a diverse community college student body.

Experience coordinating embedded tutoring or other similar instructional student support programs.

Experience working in a post-secondary environment, preferably at a community college.

Experience in managing budgets and grants.

Experience in shared governance in an educational setting.

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 District organization, operations, policies and objectives

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Knowledge of federal and state laws and regulations applicable to tutoring 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 a shared governance model
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

SPECIAL REQUIREMENTS

None

WORKING CONDITIONS

Office environment; subject to constant interruptions and frequent interaction with others; sitting or standing for long periods at a time (up to 2-3 hours); requires some off-site duties and activities.
