



Connecticut State
Colleges & Universities

**Connecticut State Community College
Job Description
Director of Academic Centers of Excellence**

Salary Level:
CCP 20 (Subject to Willis)

Date Approved/Revised:
10/15/21

POSITION PURPOSE:

The Director of the Academic Centers of Excellence has primary responsibility to oversee all academic excellence/tutoring centers across all campuses of CT State CC. This position supervises, coordinates, and directs the work of the twelve campus tutoring directors to ensure equitable tutoring services across the entire institution. Provides leadership in management of college-wide learning centers that offer tutoring services, programs, and activities to support student learning. Lead professional staff members who are current and knowledgeable in the best and innovative practices in managing campus learning and academic support centers. The Director will advocate for support services for students ensuring that all students receive equitable support in all areas of academic excellence regardless of campus location.

SUPERVISORY AND OTHER RELATIONSHIPS:

This position reports directly to the Associate Vice President of Teaching & Learning and supervises professional staff.

EXAMPLES OF DUTIES:

As a member of the Associate Vice President of Teaching & Learning team, the Director of Academic Centers of Excellence leads a comprehensive approach to student academic support services through the following:

Strategic Planning and Goal Setting

- Establish and implement strategic plans for the growth and operation of the Academic Center for Excellence in alignment with Academic Affairs and CT State CC priorities.
- Provide input to senior leadership for policy level direction on the creation of unique and extraordinary student experiences with tutoring and student academic support.
- Work strategically with and report to the Associate Vice President of Teaching and Learning to identify initiatives, goals, and objectives to improve equity and student learning outcomes across all 12 campuses.
- Build collaborative relationships with internal and external constituents to address the academic needs of students.
- Set programmatic goals and establish clear learning outcome measures to assess the impact of tutoring services on student learning.

Administration

- Direct the operations of all Academic Centers for Excellence and academic support initiatives
- Oversee and manage the budget allocation, expenditures, ensuring as equitable a distribution of resources per campus as possible and ensure compliance with appropriate local, state, and federal regulations.
- Coordinate programs, services, and tutoring efforts of Academic Affairs student support programs to streamline processes, prevent redundancy, and to further ensure student success.
- Develop mid-year and annual reports that reflect the growth and progress of the units, programs, and services.
- Serve as liaison with other campus support programs to establish partnerships and collaborations that address comprehensive programs, best practices, and services for student success.
- Develop and broadly disseminate information on resources that support student success to students, faculty, colleges, departments, units, and centers utilizing ACE website, written pamphlets, brochures, and other social media.

- To assist in elevating the CT State CC's brand of learning support, maintains communications and membership as appropriate with professional associations to keep apprised of developments in higher education, scholarly communication, academic support services and student needs, and best practices in response to ever-evolving circumstances.

Student Education/Program Management

- Facilitate the creation, maintenance of new tutoring and academic support programs and services under the direction of the Associate Vice President of Teaching & Learning
- Participate in campus and college-wide conversations to develop common training and outcomes for overlapping student programs and services.
- Oversee the development of programs and services to meet CT State CC's strategic educational goals.
- Identify, develop, and implement programs that integrate student learning and development leading to a significant growth in courses, workshop offerings, and the student participation.
- Advocates for the unique and important needs of community college students in higher education.

Assessment

- Partners with the Associate Vice President of Teaching and Learning on outcomes-based assessment strategies and data-informed evaluation of tutoring services and resources; supports research, collection, and analysis of data from the campus tutoring centers.
- Develops initiatives and metrics to promote and assess diversity, equity, social justice, inclusion, and cross-cultural awareness in tutoring programs and policies; identifies the needs of and creates new services that meet the demands of a diverse student, faculty, staff, and community population.
- Plans and prepares for future growth and innovation; prepares and submits proposals for enhancement of services based on objective need analysis and use projections.

Staff Management

- Supervise and evaluate campus tutoring directors. Hire, train, develop and manage tutoring director staff to ensure that a qualified staff exists to meet group objectives.
- Provide mentoring and professional growth activities for all tutoring director staff that improves the delivery of student services and provide knowledge in student learning and development and testing service.
- Lead staff in the process of documentation and assessment of student learning.
- Advocates for adequate staffing levels to support academic programs/areas of study, teaching and learning, student success, and to assure equity in the provision of services.

Administrative

- Perform administrative tasks and other work assigned by the AVP T&L including but not limited to
 - Prepare reports as needed for the AVP T&L and CSCC Provost.
 - Make presentations and updates to various stakeholders
 - Keep abreast with national trends and best practices
 - Maintain a commitment to CSCC overarching goals, including initiatives encouraging equity and diversity through the use of technology and promotion of teaching practices that advance equity and diversity in academic achievement.

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.

QUALIFICATIONS:

Incumbents must possess proven ability to effectively work with a culturally, linguistically, and ethnically diverse faculty,

staff, and students. 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:

- Knowledge and experience in use of software used track tutoring services;
- Experience in managing a unit or department budget;
- Experience with Banner or other student information system;
- Demonstrated experience supervising an academic success or tutoring center, preferably within a community college, preferred;
- Demonstrated experience working with regional accreditation standards and processes, preferred;
- Demonstrated experience supervising staff and managing complex budgets, preferred;
- Experience organizing workflow and coordinating team activities, preferred;
- Experience working in continuous quality improvement processes, preferred;
- Demonstrated ability to lead a distributed team and develop common goals and objectives to improve student success across a large, complex organization, preferred;
- Demonstrated ability to collaborate with a diverse range of stakeholders, preferred;
- Sensitivity to and ability to work with the diverse academic; socioeconomic, cultural and ethnic backgrounds of members of the College community, including those with disabilities, preferred.

These skills and abilities typically are acquired through a combination of education, training and experience which would include a Master's degree from an accredited institution in an appropriately related field together with three to six years of related experience that includes one to three years of supervisory experience; 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, conference rooms and in locations where groups of students, 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.