



<b>Position:</b> Director of Academic Affairs, Teacher Pathway Program	<b>Position Number:</b>
<b>Department/Site:</b> Academic Affairs	<b>FLSA:</b> Exempt - Administrative (Classified Administrator)
<b>Reports to:</b> Dean of Academic Affairs or assigned administrator	<b>Salary Range:</b> XI

**DEFINITION**

Under general direction, plans, organizes, and provides oversight for all functions, programs, and activities of the Teacher Pathway Program, including ensuring program compliance with federal, state, and local guidelines and regulations, grants management, and program progress reporting; develops and implements program services as described in grant objectives; researches and gathers various program data and develops reports; provides highly complex and responsible support to the Dean of Academic Affairs in areas of expertise; and performs related work as required.

**SUPERVISION RECEIVED AND EXERCISED**

Receives general direction from the Dean of Academic Affairs. Exercises direct and general supervision over technical and administrative support staff and independent consultants.

**CLASS CHARACTERISTICS**

This is a management classification that plans, oversees, and participates in the functions, operations, and activities of the Teacher Pathway Program, including short- and long-term planning and development and administration of program policies, procedures, and services. The incumbent provides assistance to the Dean of Academic Affairs in a variety of administrative, coordinative, analytical, and liaison capacities. Successful performance of the work requires an extensive professional background as well as skill in coordinating program work with that of other District divisions and outside agencies. Responsibilities include performing diverse, specialized, and complex work involving significant accountability and decision-making responsibility. This classification is distinguished from the Dean of Academic Affairs in that the latter has significant authority over and oversight of a broad cluster of academic fields or whole academic units with responsibility for accomplishing planning and operational goals and objectives, and for furthering District goals and objectives within general policy guidelines.

**EXAMPLES OF TYPICAL FUNCTIONS (Illustrative Only)**

*The District reserves the rights to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job. Administrators can be assigned to work at any district location or learning site and in some cases can be assigned to multiple locations and learning sites.*

- Assumes management responsibility for the Teacher Pathway Program functions, programs, services, and activities, including grants administration.
- Develops and implements goals, objectives, policies, and priorities for the program in accordance with the grant scope of services and requirements; recommends, within program policy, appropriate service levels and resources; recommends and administers policies and procedures.
- Develops and standardizes procedures and methods to improve and continuously monitor the efficiency and effectiveness of the assigned program, service delivery methods, and procedures; assesses and monitors workload, administrative and support systems, and internal reporting relationships; identifies opportunities for improvement, and makes recommendations to the Dean of Academic Affairs.

- Selects, trains, motivates, and directs program personnel; evaluates and reviews work for acceptability and conformance with department standards, including program and project priorities and performance evaluations; works with employees on performance issues; implements discipline and termination procedures; responds to staff questions and concerns.
- Manages and participates in the development and administration of the program budget; monitors program expenditures to ensure compliance with established laws and regulations, as well as funding agency requirements.
- Participates in developing strategic plans for the program by coordinating with other departments and divisions in the development of training programs and community events designed to promote success for those enrolled.
- Establishes and maintains relationships with school district officials, partner colleges and universities, community leaders, various organizations, and public agencies to encourage participation, stimulate interest, and coordinate campus projects with assigned programs and activities.
- Develops grant proposals that meet funding agency requirements and priorities, including writing the grant narrative and completing all required forms and documents; establishes and maintains contacts with funding agency personnel and potential grant partners.
- Attends and participates in professional group meetings and various committees and advisory groups; stays abreast of new trends and innovations in the field of social work, foster care, and other services as they relate to the area of assignment.
- Advises, provides guidance, and prepares and delivers presentations on issues pertaining to the Teacher Pathway Program.
- Maintains and directs the maintenance of working and official departmental files.
- Monitors changes in laws, regulations, and technology that may affect District or program operations; implements policy and procedural changes as required.
- Prepares, reviews, and presents staff reports, various management and information updates, and reports on special projects as assigned by the Dean of Academic Affairs.
- Responds to difficult and sensitive public inquiries and complaints and assists with resolutions and alternative recommendations.
- Learns and applies emerging technologies and, as necessary, to perform duties in an efficient, organized, and timely manner.
- Performs related duties as assigned.

## **QUALIFICATIONS**

### **Knowledge of:**

- Theories, principles, and practices associated with higher education curricula and instruction, student support services, student learning, and student success.
- Principles and practices of enrollment management.
- Principles and practices of fiscal management, strategic, and facilities planning.
- Pertinent federal and state laws and regulatory provisions.
- College accreditation procedures, practices, and standards.
- The development, implementation, and assessment of student learning and/or service area outcomes.
- Principles and practices of technology and software use for databases, accounting, spreadsheets, and other business processes.
- Budget development, administrative practices, and organizational and management practices as applied to the analysis and evaluation of projects, programs, policies, procedures, and operational needs.
- Principles and practices of employee supervision, including work planning, assignment, review and evaluation, and the training of staff in work procedures.

- Principles and practices of grant funding, including techniques and methods of researching grant opportunities, identifying federal, state, private, and corporate grant funding organizations, securing and maintaining funding from external agencies, and complying with reporting requirements.
- Principles and practices of developing, implementing, and evaluating Teacher Pathway programs and services.
- Federal and or state reporting and documentation requirements.
- Methods and techniques for the development of presentations, business correspondence, and information distribution; research and reporting methods, techniques, and procedures.
- Principles and procedures of record keeping.
- Modern office practices, methods, and computer equipment and applications.
- Techniques for effectively representing the District in contacts with governmental agencies, community groups, and various business, professional, educational, regulatory, and legislative organizations.
- Techniques for providing a high level of customer service by effectively dealing with the public, vendors, students, and District staff, including individuals of various ages, socio-economic, and ethnic groups.

**Ability to:**

- Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students.
- Effectively lead employees and teams with a collaborative style in a collegial and participatory governance environment.
- Deliver formal and influential presentations.
- Be a fair--minded, ethical, and honest leader with excellent interpersonal and communication skills, both oral and written.
- Develop, implement, and evaluate programs and services.
- Utilize data and assessment outcomes to make improvements for programs and services.
- Inspire and motivate others toward goal achievement.
- Counsel, direct, and facilitate professional development of employees.
- Develop and monitor budgets and effectively utilize resources.
- Effectively manage priorities in large, complex, and diverse operational units.
- Use independent judgment in the interpretation and application of rules, regulations, policies, and procedures.
- Provide leadership and work collaboratively and productively with all stakeholders, including faculty, students, administrators, support staff, unions, and the community.
- Recruit, select, supervise, and evaluate employees.
- Research, apply for, and manage grant funding.
- Effectively administer a variety of teacher education and pathway projects, events, and administrative activities.
- Interpret, apply, explain, and ensure compliance with applicable federal, state, and local policies, procedures, laws, and regulations.
- Effectively represent the District and the program in meetings with various educational, business, professional, regulatory, and legislative organizations.
- Prepare clear and concise reports, correspondence, policies, procedures, and other written materials.
- Conduct complex research projects, evaluate alternatives, make sound recommendations, and prepare effective technical staff reports.
- Establish and maintain a variety of filing, record keeping, and tracking systems.
- Operate modern office equipment including computer equipment and specialized software applications programs.
- Understand and appropriately apply scope of authority in making independent decisions.

**Education and Experience:**

- A master's degree from a college or university accredited by a regional accrediting agency recognized by the United States Department of Education, and
- Two (2) years of professional leadership experience with educational projects, grants management, or program administration.

**PHYSICAL DEMANDS**

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. Standing in and walking between work areas is frequently required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Positions in this classification frequently bend, stoop, kneel, and reach to perform assigned duties, as well as push and pull drawers open and closed to retrieve and file information. Employees must possess the ability to lift, carry, push, and pull materials and objects up to 25 pounds with the use of proper equipment. Reasonable accommodations will be made for individuals on a case-by-case basis.

**ENVIRONMENTAL ELEMENTS**

Employees work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees may interact with members of the public or with staff under emotionally stressful conditions while interpreting and enforcing program policies and procedures.