



Position: Director of Academic Affairs, Career Training Programs	Position Number:
Department/Site: Academic Affairs	FLSA: Exempt - Administrative (Educational Administrator)
Reports to: Dean of Academic Affairs or assigned administrator	Salary Range: XI

DEFINITION:

Under general direction, plans, organizes, manages, and provides direction and oversight for all functions and activities related to contract education, community education, and not-for-credit career technical education training programs. Assignments within this classification vary according to the programs.

SUPERVISION RECEIVED AND EXERCISED

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

CLASS CHARACTERISTICS:

This is a management classification that oversees, directs, and participates in all activities of the assigned career training area and development for adult learners, including short- and long-term planning and development and administration of program policies, procedures, and services. This class provides assistance to the Assistant Dean of Academic Affairs in a variety of administrative, coordinative, analytical, and liaison capacities. Successful performance of the work requires 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 Assistant Dean of Academic Affairs in that the latter has significant authority over and oversight of a broad cluster of career technical academic fields 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.

- Plans, develops and implements program goals and services in accordance with program requirements; evaluates existing services and student needs by attending campus meetings and offsite workshops and conferences.
- Coordinates with appropriate units within the College in the development of programs and services to meet the goals of the program.
- Plans, negotiates, coordinates and supervises the functions of the program and submits reports as requested by funding source(s) and College.
- Trains and evaluates the performance of assigned staff; interviews and selects employees and recommends termination and disciplinary actions.
- Prepares annual program budgets, administers and authorizes all expenditures.
- Develops and maintains liaison and communications with College departments, community groups, and applicable agencies, school districts, and non-profit organizations supporting the program.
- Develops and implements procedures related to the administration of the program.
- Plans and coordinates research necessary to measure program effectiveness.
- Maintains participant data and statistics.
- Prepares memoranda of understanding.
- Plans and coordinates staff professional growth activities.
- Participates in various District and community committees as required.
- Establishes and maintains effective and positive relationships with faculty and staff.

- Works collaboratively with Hartnell College departments.
- Operates a computer, assigned software, and other office equipment.
- Performs other duties as assigned.

QUALIFICATIONS

Knowledge of:

- Community College systems.
- Contract education, community education, and not-for-credit programs.
- Applicable sections of the California Education Code and other state and federal laws, rules, and regulations related to assigned activities.
- 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.
- 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, theories, practices, procedures, and techniques of adult student learning, curriculum, and learner progress.
- Principles, practices, theories, and methods of research design, evaluation, data collection and statistical analysis, interpretation, and reporting of a variety of data and information.
- 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, technical report writing, and preparation of correspondence and presentations.
- 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, including non-traditional and underrepresented student populations.
- 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.
- Interpret, apply, explain, and ensure compliance with federal, state, and local policies, procedures, laws, and regulations.
- Effectively administer a variety of adult education and career training programs, projects, and administrative activities.
- Effectively represent the District 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.
- Understand scope of authority in making independent decisions.
- Maintain confidentiality; and be a motivated self-starter.
- Implement a new service intensive program in an efficient and timely manner.
- Coordinate and supervise activities and programs in support of the assigned grant.
- Assure District compliance with State and Federal regulations and budget allocations.
- Understand community demographics and become familiar with local resources and agencies.
- Work independently with little direction.

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 formal training, internship, or leadership experience in education.

PHYSICAL DEMANDS

Must possess mobility to work in classroom setting, use standard classroom 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. 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 occasionally bend, stoop, kneel, reach, push, and pull drawers open and closed to retrieve and file information.

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.