



## **JOB TITLE: ASSISTANT DIRECTOR, LEARNING RESOURCES**

Classification:	Academic Administrator	Retirement Type:	STRS*
Salary Range:	11	Board Approved:	November 15, 2010

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### **BASIC FUNCTION:**

Under the direction of the Director of Learning Resources, plan, administer and provide identified instructional support to the college community through the services of the Learning Resources Center and other campus Learning Centers.

### **REPRESENTATIVE DUTIES:**

Provide direct supervision and coordination for all activities of the Learning Centers on campus.  
Facilitate the delivery of tutoring or other instructional support services.  
Assist in the development of policies and procedures and the establishment of planning priorities.  
Supervise, train and evaluate assigned staff.  
Direct the work and training of student, temporary and volunteer staff including tutors.  
Assist in the development of the budget and plans for staffing, facilities, equipment and supplies.  
Evaluate the need and suitability of instructional material, software, handouts and media associated with the services of the department.  
Organize the functions of the department to work in concert with the functions of other campus instructional programs and support services.  
Assist faculty and staff in identifying and diagnosing individual student learning difficulties and develop a specific academic interventions.  
Develop course-support materials for use in the department.  
Design procedures for gathering data and prepares proposals and reports.  
Participate in all appropriate departmental and college activities.  
Perform related duties as assigned.

### **JOB QUALIFICATIONS:**

#### Education and Experience:

Required: master's degree to teach any discipline in which instruction is offered at the college; OR a master's degree in education, educational psychology or instructional psychology, or other master's degree with emphasis in adult learning theory OR the equivalent.

One year of formal training, internship or leadership experience related to the administrator's assignment.

Must be sensitive to and have an understanding of the diverse academic, socioeconomic, cultural, ethnic backgrounds of students, and of persons with disabilities.

Desirable Qualifications:

Leadership experience, within the last five years, in a learning lab, learning resource center or tutorial services center that includes training and program development.

**OTHER QUALIFICATIONS:**

Knowledge/Areas of Expertise:

Higher education in community colleges, including the mission of the California Community Colleges.

Must understand the needs of adult and under-prepared students including adult learning theory and learning styles.

Coursework in developmental education or a related area.

Excellent oral and written communication and team building skills.

Currency in the uses of instructional software and other technologies used to enhance learning.

Budget preparation and control.

Principles and practices of administration, supervision and training.

Interpersonal skills using tact, patience and courtesy.

District organization, operations, policies and objectives.

Abilities/Skills:

Demonstrate skill in using innovative teaching methods, instructional design and assessment strategies.

Adapt instructional techniques to accommodate varied learning styles and abilities.

Demonstrate commitment to participating in professional activities, continued education and improvement of skills.

Plan, organize, develop and evaluate the programs, activities and curriculum to meet student and community needs.

Communicate effectively, both verbally and in writing.

Work effectively with students, faculty, and staff from multi-cultural backgrounds to foster student success.

Train, supervise and evaluate personnel.

Read, interpret, apply and explain rules, regulations, policies and procedures.

Plan and organize work and meet deadlines.

Work cooperatively and coordinate projects with other administrators and staff to offer effective services to students.

Evaluate and support faculty and staff recommendations for program improvements and/or new program efforts.

**WORKING CONDITIONS:**

Must be able to adapt to changing situations.

Work under pressure.

\* Previous employment performed in a different public retirement system may allow eligibility to continue in the same retirement system.