



UPDATED/REVISED JOB ANNOUNCEMENT

Faculty Learning Assistance Coordinator Faculty Co-Chair Learning Assistance Center Advisory Committee Fall 2020-Spring 2022 (1.0 Reassigned Time Fall & Spring Semesters)

This position is open to all full-time faculty at Cuyamaca College.

The College is seeking a Faculty Learning Assistance Coordinator and Faculty co-chair to the Learning Assistance Center Advisory Committee for a two-year term beginning July 1, 2020. The duties and responsibilities, and application process are detailed below. **The application deadline is 12:00 noon, April 30, 2020.**

The Faculty Learning Assistance Coordinator will work collaboratively with all student and non-student Tutors, student hourly Front-desk Staff, Tutoring Center Specialists, the Dean of Learning & Technology Resources, the Academic Senate, relevant campus committees, department chairs/program coordinators and other relevant faculty, students, and the Learning Assistance Center Advisory Committee.

The duties and responsibilities include the following:

1. Provide faculty leadership for the Tutoring Program

- Create, coordinate and implement tutoring programs, activities, and processes to help the college, academic programs, and students reach student success goals as outlined in the college's strategic plan
- Develop, maintain, and adapt tutoring services across campus that address gaps in student success outcomes
- Coordinate promotion and advertising of services by disseminating information regarding tutoring programs, activities, and policies and procedures
- Serve as the faculty co-chair for the Learning Assistance Center Advisory Committee
- Seek input from the constituency groups of the advisory committee and others as appropriate for issues related to tutoring and develop activities
- Serve as a resource for the Academic Senate and other committees as needed, such as Workforce Development, Instructional Leadership Advisory Team, and Student Success and Equity Council
- Provide regular reports to the Academic Senate, and as necessary to Instructional Leadership Advisory Team, Governing Board and other committees and councils
- Represent the college in district meetings regarding hourly and NANCE hiring procedures, payroll processes, and wages. Interface with Grossmont and District regarding tutoring technology.

2. Tutoring Center Oversight

- Work with the assigned administrator to direct and coordinate the activities of classified employees in all tutoring centers. Conduct regular team meetings of the Tutoring Center Specialists, and respond to questions/concerns regarding the program
- Conduct periodic meetings with tutors and front desk staff to acquire input on practices, policies and procedures. Provide support for individual tutors as needed
- Work with individual students to establish Learning Assistance plans

- Work with the assigned administrator to develop the tutoring budget for all centers and allocate funding. Work with the Tutoring Center Specialists to oversee the monitoring and tracking of expenditures for tutors

3. Assessment and Planning

- Design and maintain meaningful data collection processes for research requests to
 - i. identify critical areas for Learning Assistance intervention in order to promote efficient use of resources in supporting the closing of equity gaps and the achievement of campus-wide goals,

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- ii. evaluate Learning Assistance Program effectiveness and identify opportunities for improvement. •

Coordinate the planning process for all tutoring centers, based on research findings, budget allocations, and campus priorities and need

- Write Program Review and Annual Updates for the Learning Assistance program

i. Solicit input from the Tutoring Center Specialists, Dean of LTR and other stakeholders. ii. During semesters when the comprehensive Program Review is due, work with assigned administrator to identify .20 within the 1.0 reassign time

- Coordinate the annual needs assessment and develop annual goals for all tutoring centers based on qualitative and quantitative data analysis, disaggregated by groups, and feedback from instructional and student services constituents

4. Tutor Training and Evaluation

- Design, coordinate and conduct a comprehensive, culturally competent tutor training program,
 - i. including an initial training program for new tutors as well as ongoing training for all tutors
 - ii. Ensure training meets or exceeds discipline standard-
 - iii. Coordinate ongoing tutor professional development through the guided production and maintenance of tools and materials to be stored in a repository and utilized by future tutors to meet student learning needs
 - iv. Evaluate all aspects of training program and adapt accordingly
- Coordinate and participate in the tutor evaluation process to ensure tutoring consistency, quality, and cultural competency.

5. Maintain Professional Currency in Learning Assistance

- Attend local, state, and national professional development meetings and conferences related to various tutoring programs offered in all tutoring centers.
- Maintain currency of trends and knowledge of college, district, state and federal policies and procedures related to tutoring.

Application Process: Submit a letter of interest that responds to the following questions:

1. Why are you interested in this assignment?
2. Describe your background specifically as to how it qualifies you for this assignment.
3. What is your vision for advancing tutoring for our college?

Submit the letter directly to Debi Ridulfo, Office of Vice President of Instruction. Letters may be submitted via email (debi.ridulfo@gcccd.edu).

Deadline: *Thursday, April 30, by 12:00 noon.*

Selection: The selection will be made by the Academic Senate Officers Committee in consultation with the Vice President of Instruction.

ORIGINAL JOB ANNOUNCEMENT

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