



Cañada College ♦ College of San Mateo ♦ Skyline College

GENERIC POSITION DESCRIPTION

DEAN OF STUDENT EQUITY AND SUPPORT PROGRAMS

An Administrative Position
Grade AD – Salary Schedule 20

A. General Statement

The Dean of Student Equity and Support Programs is responsible to the Vice President of Student Services for administration of the division, which includes, but not limited to: CalWORKS, Disability Resource Center, EOPS/CARE, Guardian Scholars Program, Student Equity Plan, SparkPoint Center, TRiO Student Support Services, and the overall administration of developing, implementing, and evaluating institutional climate and diversity at the college. The Dean will serve as the content expert on developing and evaluating the institutional cultural fluency across the college, including collaborating with the Center for Transformative Teaching and Learning to provide professional development programs for staff, faculty, and administration. The Dean is responsible for; planning, developing, organizing, implementing, budgeting, managing, and evaluating student support programs in the division. In coordination with Student Services Leadership, the Dean conducts student outcomes assessment and accountability, accreditation standards, technology planning and support, and One Stop Services. The Dean will be joining a leadership team that is expected to uphold values of social justice and equity, and be committed to a “Students First” philosophy, and that is held accountable to a set of Leadership Standards of Excellence ([Leadership Standards of Excellence](#)).

B. Duties & Responsibilities

The duties below are representative of the duties of the classification and are not intended to cover all of the duties performed by the incumbent(s) of any particular position. The omission of specific statements of duties does not exclude them from the position if the scope of work is similar, related, or a logical assignment to this classification.

The Dean is responsible to:

1. provide leadership, management, and development of the college’s institutional initiatives that promote equity and cultural fluency across the college;
2. provide leadership, management, and development for the division’s day, evening, and weekend programs, the division office, and other student support services;
3. plan, implement, conduct, and evaluate competency and needs assessments of students to determine the types of services required;
4. develop, implement, conduct, and evaluate a variety of methods to monitor student progress and provide needed support services for students;
5. direct the development and implementation of Counseling Division curriculum and class schedules for support programs within the division, in collaboration with the Dean of Counseling/Advising;

6. oversee hiring of faculty and classified staff for the division; recommend personnel actions to the Vice President of Student Services; direct and supervise faculty and classified staff and participate in their evaluations;
7. organize, conduct, and collaborate on a variety of services that are culturally relevant (i.e. in/outreach and orientation) to acquaint students with college programs, requirements, activities, services, procedures, and expected standards of performance;
8. provide administrative leadership in a college culture that values consultation and collaboration;
9. collaborate with appropriate student services and instructional staff to provide and enhance academic advising and programming following a student-centered model of education;
10. provide administrative oversight of the Student Equity Plan and participate in research and evaluation to assess the effectiveness of Student Equity Plan;
11. in collaboration with appropriate college staff and faculty, ensure course and program articulations are kept current;
12. direct and participate in timely and accurate reporting required by various college, district, federal and state departments;
13. facilitate grant applications for the division; manage new and existing grants;
14. serve as an active member of the College administrative team to address college-wide issues, concerns, and planning, including facilities restructuring and development;
15. organize and lead the annual division planning and budgeting process, including externally-funded initiatives, in concert with college goals; provide leadership for departmental program reviews;
16. advocate for enhanced and innovative technology systems, locally and districtwide, which support the work of the division and are aligned with the goals of Student Services and Instruction in support of the mission, vision and values of the College
17. work with students, faculty, and staff to constructively resolve problems and conflicts;
18. implement district rules and regulations, California Education Code, Title 5, and collective bargaining agreements as required;
19. provide leadership in staff and faculty development, including regular meetings of counselors/advisors, division meetings and retreats;
20. collaborate with Student Services staff and Vice Presidents in support of continued integration of student services with instructional services in order to strengthen the delivery of academic, career, and employment services;
21. serve on college and district committees, as assigned, and perform other duties as assigned by the Vice President of Student Services.

C. Requirements

1. Possession of a Master's degree, preferably in Education, Counseling, Psychology or a closely related field
2. One year of formal training or leadership experience reasonably related to the managerial assignment
3. Demonstrated successful leadership in developing institutional cultural competence, sensitivity to and understanding of the diverse academic, socioeconomic and ethnic backgrounds of community college students, faculty, and staff

D. Knowledge, Skills & Abilities

The desired skills and abilities for this position include:

1. Successful experience as a program developer and facilitator for programs that promote cultural fluency and institutional equity;
2. successful experience as a college counselor, instructor, or supervisor;
3. evidence of knowledge of goals, policies, regulations; and methods related to equity, curriculum, assessment, retention, articulation, transfer, graduation;
4. ability to elicit and coordinate the expressed recommendations from faculty and staff, and ability to advocate effectively the division recommendations and its goals at college and district levels;

5. ability to think innovatively and to recognize, respond to, and encourage faculty and staff innovation;
6. ability to facilitate faculty and staff hiring, training and supervision, including staff development and performance evaluations;
7. demonstrated ability to communicate, both orally and in writing, and problem solve effectively with district and college administrators, faculty, staff, students, and the public;
8. awareness of and commitment to the goals of participatory governance;
9. evidence of organizational skills, including prioritization and delegation with accountability;
10. familiarity with the use and assessment of computer-based technology that support the development and management of the division;
11. skill in the development, implementation, and assessment of program outcomes that lead to student success;
12. knowledge of accreditation standards and their implementation;
13. skill in grant writing and management;
14. skill in working with faculty, staff, and administrators to plan and implement facilities modifications;
15. skill in budget development and management, strategic planning and program development;
16. advocate for enhanced and innovative technology systems, locally and district wide, which support the work of the division and are aligned with the goals of Student Services and Instruction in support of the mission, vision and values of the College;
17. commitment to programs that encourage pre-collegiate and adult students to pursue education;
18. commitment to providing career services and internship opportunities that enhance Skyline College students' transition into the 21st century workforce;
19. commitment to programs and policies that aim to provide instruction and support from an equity framework and that is culturally relevant;
20. experience in the development of student service programs through leadership and advocacy; and
21. knowledge of and/or experience with federal regulations, Title 5/Education Code, California regulatory agencies, accreditation, and collective bargaining.

(2/2016)