

Interim District Director, Grant Funded Projects Center of  
Excellence (COE) Grant (Academic Administrator,  
Categorically Funded)  
State Center Community College District

Direct Link: <https://www.AcademicKeys.com/r?job=239064>

Downloaded On: Jul. 8, 2024 6:17pm

Posted Jul. 8, 2024, set to expire Jul. 22, 2024

**Job Title** Interim District Director, Grant Funded Projects  
Center of Excellence (COE) Grant (Academic  
Administrator, Categorically Funded)

**Department**

**Institution** State Center Community College District  
Fresno, California

**Date Posted** Jul. 8, 2024

**Application Deadline** 07/22/2024

**Position Start Date** Available immediately

**Job Categories** Director/Manager

**Academic Field(s)** Administration - Undergraduate Education

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**Job Description**

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**Interim District Director, Grant Funded Projects Center of Excellence (COE) Grant (Academic  
Administrator, Categorically Funded)**

**State Center Community College District**

**Closing Date:** 7/22/2024 at 11:55 PM

**Campus Location:** District Office

**Start Date:**



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07/05/2024

## **Essential Functions:**

### **General Purpose**

Under the general direction of the Vice Chancellor, Educational Services and Institutional Effectiveness, plans, organizes, directs and serves as the program manager for District-wide coordination and project administration of the program and budget; Manages the implementation of externally funded training programs; provides oversight of instruction, training and delivery of services; ensures grant-funded positions and activities meet funders' established goals, objectives and reporting guidelines; manages the implementation of programs and services; acts as a liaison with other educational institutions and community resources; ; cultivates local and regional partnership; and performs related duties as assigned.

### **Distinguishing Characteristics**

The District Director, Grant Funded Projects is distinguished from other directors by its responsibility for the development, implementation, tracking, and reporting of District grant funded training program resources. Incumbents will have broad management responsibilities requiring advanced knowledge of workforce training programs.

## **Essential Duties & Responsibilities**

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this position.

1. Plans, organizes, directs, controls, integrates, and evaluates the work of the grant funded program staff; with employees, develops, implements and monitors work plans to achieve program goals and objectives; contributes to the development of and monitors performance of the program deliverables against the program goals; manages and directs the development, implementation and evaluation of plans, work processes, systems and procedures to achieve annual program goals, objectives and work standards.
2. Participates in the selection of full-time and part-time faculty in coordination with the department, selection advisory committees, and the Human Resources Department; conducts and/or facilitates new employee orientations; encourages faculty in their continuing professional development; works to promote and maintain a collegial environment; serves as a mediator in adjudicating faculty, staff,

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student and community conflict-resolution and grievance processes.

3. Directs and manages the performance of assigned employees; participates in the selection of employees; establishes performance requirements and professional development targets for direct reports; regularly monitors performance and provides coaching for performance improvement and development including timely performance evaluations; ensures accurate reporting of absence time; hears and acts on grievances; subject to concurrence by senior management and Human Resources, approves or takes disciplinary action, up to and including termination, to address performance deficiencies, in accordance with Board Policies, Administrative Regulations, Human Resources procedures, Personnel Commission Rules, and collective bargaining agreements.
4. Provides day-to-day leadership and works with employees to ensure a high-performance, service-oriented work environment that supports achievement of the department's and the District's mission, objectives and values; promotes workplace diversity, inclusion, cultural competency and a positive work environment.
5. Participates in the development and implementation of District and college strategic plans, goals and objectives; leads and directs department employees in the development and application of new methodologies, technologies and business process improvements to achieve higher efficiency, productivity and customer service in department work processes.
6. Plans, manages and directs the development, and execution of training programs; assesses budgetary decisions and keeps financial records; provides staff support in processes to evaluate and make decisions on grant allocation of funds based on strategic and funding priorities; establishes, maintains and amends sub-grant budgets and contracts; reviews project invoices to ensure conformance with grant contract terms and conditions; prepares and submits financial projections, analyses, financial statements and all required project reporting, including fiscal and technical reports, to the U.S. Department of Education; works with internal/external auditors, briefs upper management on any compliance issues, and makes recommendations for resolution.
7. Coordinates with employees and external partners to solicit information needed to write funding proposals, generate budgets, delineate projected outcomes and assemble required documentation; evaluates, reviews and edits narratives, program descriptions and budgets prepared for inclusion in grant proposals to ensure proper grammar, data accuracy, completeness and compliance with funder and District guidelines.
8. Creates and works with faculty and staff to maintain an assessment plan that measures program

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courses for student learning outcomes and serves as an equity lens into the instructional/training departments to improve student learning; leads and works with vice chancellor, deans and faculty in conducting curriculum and overall program review, evaluation and planning to ensure the currency and relevance of curriculum in meeting student needs; identifies curriculum and service gaps and recommends development of needed training programs, courses and curriculum in alignment with the provisions of the grants.

9. Makes presentations to diverse audiences, including the Board of Trustees and other board-level groups.
10. Recommends, develops, implements, and revises policies, procedures and operational guidelines to improve and/or clarify processes.
11. Interprets, applies and ensures compliance with all federal and state laws, applicable program policies, procedures, guidelines and reporting requirements; remains current on applicable legislative decisions and developments; ensures accuracy and validity of program tracking and data; develops, maintains and audits spreadsheets, databases and reports; utilizes third-party portals and databases to research and track student related outcomes data.
12. Serves on or leads committees, work groups and task forces, and represents the District at local, regional, state, workshops and training seminars; attends community meetings and events and works at community sites as necessary; and monitors the political landscape impacting funding streams, program areas and strategic priorities.

### **Other Duties**

1. Participates in participatory governance processes and initiatives.
2. Demonstrates sensitivity to and understanding of historically minoritized groups and participates in professional development activities to increase cultural competency to enhance equity-minded practices within the District.
3. Performs related duties as assigned.

### **Minimum Qualifications: Education and Experience**

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Must have evidence of responsiveness to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, as these factors relate to the need for equity-minded practices.

- A masters degree from an accredited college or university **and** one year of formal training, internship, or leadership experience reasonably related to the administrators administrative assignment; **or**
- A valid California Community College Supervisory Credential.

### **Licenses, Certificates and Other Requirements**

A valid California drivers license and the ability to maintain insurability under the Districts vehicle insurance program.

### **Desirable Qualifications:**

#### **Desirable Qualifications**

- Experience and skill with addressing issues of equity; recent experience working with African American, Latinx, Native American, and other racially minoritized students and an understanding of how historical patterns of exclusions of these groups in higher education shape patterns of participation and outcomes; willingness to examine and remediate ones relational practices to more effectively engage and support racially minoritized students; and a commitment to participatory governance, consensus building, and team approach to management.
- Masters in education, educational psychology, instructional psychology, or other masters degree with an emphasis in adult learning theory, experience in working with diverse student populations in Career Technical Education environments.

### **Knowledge, Skills and Abilities**

#### **Knowledge of:**

1. Principles, techniques and best practices for workforce development, training programs, budget development/management and community outreach.

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2. Regional, District and individual college goals, funding priorities and organizational resources.
3. Principles, practices and methods of grant and categorical budget development/management and grant tracking, monitoring, and reporting.
4. Principles, practices and methods of complex grant budget development, management, tracking and reporting in compliance with District, state and federal guidelines.
5. Federal, state and local laws, regulations and policies governing fiscal requirements of community colleges and educational institutions.
6. Principles, practices, methods and concepts used in public agency partnerships.
7. District/college student recordkeeping practices, procedures and systems for processing and maintaining student information.
8. Community college curriculum development process and procedures, organization, operations, policies and objectives.
9. Principles and practices of sound business communication, including proper English usage, grammar, spelling, and punctuation.
10. Principles and practices of public administration, including budgeting, purchasing and maintaining public records.
11. Research methods and analysis techniques.
12. Principles and practices of effective management and supervision.
13. Principles and practices of strategic planning.
14. Basic principles and practices of organizational improvement and culture change.
15. Safety policies and safe work practices applicable to the work being performed, including those required in crisis or threat situations.
16. Board Policies, Administrative Regulations, Human Resources procedures, Personnel Commission Rules, and collective bargaining agreements.

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17. District and its mission and goals.

**Skills and Abilities to:**

1. Understand the importance of holding oneself accountable as educators for closing equity gaps and engaging in equitable practices.
2. Reframe inequities as a problem of practice and view the elimination of inequities as an individual and collective responsibility.
3. Encourage positive race-consciousness and embrace human difference.
4. Reflect on institutional practices and aim to create a culturally responsive educational environment.
5. Strategically build buy-in and participation among colleagues for equity-related initiatives.
6. Effectively engage and support historically minoritized groups by addressing issues of equity and improving culturally responsive service-oriented practices.
7. Develop and maintain an inclusive work environment that fosters diversity, respect and engagement.
8. Work collaboratively with District/college administrators and stakeholders to develop and institutionalize grant projects, educational programs and methodologies.
9. Analyze and make sound recommendations on complex community college educational needs, educational programming and community partnership opportunities/issues within areas of responsibility.
10. Define issues, analyze problems, evaluate alternatives and develop sound, independent conclusions and recommendations in accordance with laws, regulations, rules and policies.
11. Oversee the preparation and administration of grant allocation reports, invoices and documents.
12. Interpret, explain and apply complex legal mandates, regulations, guidelines, policies and procedures applicable to assigned responsibilities with consistency and a high degree of accuracy.
13. Work collaboratively with District/college administrators and stakeholders to develop and institutionalize grant/funding identification, acquisition, tracking and management methodologies and systems.



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14. Organize, set priorities and exercise expert, independent judgment within areas of responsibility.
15. Communicate effectively, both orally and in writing, and practice active listening.
16. Develop and implement appropriate procedures and controls.
17. Understand, interpret, explain and apply applicable laws, codes, rules and policies.
18. Represent the District/college effectively in dealings with the public, employees and other colleges.
19. Prepare clear, concise and comprehensive correspondence, reports, studies and other written materials.
20. Operate a computer and use standard business software.
21. Make presentations and present proposals and recommendations clearly, logically and persuasively to diverse audiences.
22. Use tact and diplomacy in dealing with sensitive and complex issues, situations and concerned people.
23. Establish and maintain effective working relationships with all those encountered in the course of work.
24. Contribute to District vitality and growth.

**Conditions of Employment:**

219 duty days and 24 vacation days for a total of 243 days. Prorated based on start date.

**Salary and Benefits:**

Starting salary range is \$132,127 - \$144,379 based on education and experience. Duty days will be prorated based upon start of assignment. A doctoral stipend of \$2,419 is available. In addition, the District offers an attractive fringe benefit package including medical, dental, and vision coverage for the employee and dependents, and life insurance for employees. Employees are also members of the California State Teachers Retirement System (CalSTRS).

**Selection Procedure:**

Applications will initially be screened by Human Resources to determine which applicants meet the





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minimum qualifications as stated in the job announcement.

**From the applicants who meet the minimum qualifications and who have submitted all the required documents, a search advisory committee will screen the application packets and determine the candidates who are best qualified based on the minimum qualifications and desirable qualifications. Those candidates will be invited to interview.**

The selection committee will rate responses to the interview questions and writing prompt (if applicable). Based on this rating, a small number of applicants will be selected as the "recommended candidates". These candidates will be forwarded to the Vice President and College President for final interviews.

A hiring recommendation will be made by the College President and forwarded to the Board of Trustees of State Center Community College District for final approval.

State Center Community College District is an equal opportunity employer. It is our pledge to treat all applicants fairly and equitably in the recruitment and selection process. We endeavor to be a service-minded organization and respond, as best as we can, to the needs of our applicants and the faculty and administrators we work with in the District.

### **[SCCCD EEO Plan](#)**

For more information, contact the Academic Human Resources Office, 1171 Fulton St, Fresno, CA 93721, (559) 243-7100. For more information on State Center Community College District, visit our website at [www.sccd.edu](http://www.sccd.edu). **Please refer to position number DGRT-DIR (Slot #2950).**

**Submission of application and related materials is the applicants responsibility and must be submitted through the Districts online applicant portal. The District reserves the right to re-advertise or to delay indefinitely the filling of a position if it is deemed that the applicants for the position do not constitute an adequate applicant pool or if funding is not available. All application materials are subject to verification. False statements may be cause for disqualification or discharge from employment.**

### **Additional Information:**

This is an Interim academic management position, exempt from overtime provisions of the Fair Labor Standards Act, with responsibility for formulation and implementation of district policies, regulations, budget decisions, and supervision of personnel including assignment of work, evaluation of performance, adjusting grievances, recommending hiring, transfer, suspension, layoff, recall,



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promotion, and termination. **Physical and Mental Demands.**

The physical and mental demands described here are representative of those that must be met by employees to successfully perform the essential functions of this assignment. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Physical Demands:**

While performing the duties of this assignment, the employee is regularly required to sit; talk or hear, in person and by telephone; use hands repetitively to finger, handle, feel or operate standard office equipment; and reach with hands and arms. The employee is frequently required to walk, stand and lift up to 10 pounds and occasionally up to 25 pounds. Specific vision abilities required by this job include close vision and the ability to adjust focus.

**Mental Demands:**

While performing the duties of this assignment, employees are regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret situations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with frequent interruptions and under intensive deadlines; and interact with District/college managers, faculty, staff, the public, and others encountered in the course of work.

**Working Environment:**

The work environment characteristics described here are representative of those an employee encounters while performing the essential duties of this assignment. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Employees work under typical office conditions subject to frequent public contact and interruption and intermittent exposure to individuals acting in a disagreeable fashion, and the noise level is usually quiet. The employee may be required to travel to locations other than assigned worksite and to adjust to work schedule changes. This is an academic management position exempt from overtime provisions of the Fair Labor Standards Act.

**About the District:**

State Center Community College District (SCCCD) provides students with a rich and dynamic learning



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experience that embraces differences - emphasizing collaboration and engaging students in and out of the classroom, encouraging them to realize their goals, and to become global citizens and socially responsible leaders. When you join our team at SCCCD, you can expect to be part of an inclusive, innovative and equity-focused community that approaches higher education as a matter of social justice that requires broad collaboration among faculty, classified staff, administration, students and community partners.

At State Center Community College District (SCCCD) we value the ability to serve students from a broad range of cultural heritages, socioeconomic backgrounds, genders, abilities and orientations. We prioritize applicants who demonstrate they understand the benefits a diverse student population brings to a community college and the workforce community. The successful academic manager will be an equity-minded individual committed to student success by collaborating with faculty, classified staff, administration, students and community partners who are also dedicated to closing equity gaps. An equity-minded individual is a person who:

1. Understands the importance of holding ourselves accountable as educators for closing equity gaps and engaging in equitable practices;
2. Reframes inequities as a problem of practice and views the elimination of inequities as an individual and collective responsibility;
3. Encourages positive race-consciousness and embraces human difference;
4. Reflects on institutional and teaching practices and aims to create a culturally responsive teaching environment; and
5. Strategically builds buy-in and participation among colleagues for equity-related initiatives.

State Center Community College District seeks academic managers who value mentorship and working in a collegial, collaborative environment, guided by a commitment to helping all students achieve their educational goals. The college strongly encourages collaboration across all departments and divisions to create inclusive, integrated, and interdisciplinary learning experiences. Academic managers should be open and willing to participate in culturally relevant professional development that will help them prepare for the population of students who attend the State Center Community College District. Additionally, the college desires academic managers to utilize a framework of practices that is grounded in change theory and cognitive science.

## [Work for Us! SCCCD](#)

### **Mission & Vision**

#### ***Mission Statement:***



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State Center Community College District (SCCCD) is committed to empowering our colleges in their efforts to promote exemplary educational opportunities and to provide safe, inclusive, and supportive learning environments leading to student success and global competitiveness which will transform our region.

***Vision Statement:***

Empowering through Educational Excellence.

**To be considered for this position please visit our web site and apply on line at the following link: [www.sccd.edu](http://www.sccd.edu)**

*EOE*

**Contact Information**

Please reference Academickeys in your cover letter when applying for or inquiring about this job announcement.

**Contact**

N/A

State Center Community College District

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