

Dean, Students (Full-Time, Academic Administrator)
Clovis Community College
State Center Community College District

Direct Link: <https://www.AcademicKeys.com/r?job=250945>

Downloaded On: Jan. 4, 2025 6:14pm

Posted Dec. 27, 2024, set to expire Feb. 11, 2025

Job Title Dean, Students (Full-Time, Academic Administrator)
Clovis Community College

Department

Institution State Center Community College District
Fresno, California

Date Posted Dec. 27, 2024

Application Deadline 02/11/2025

Position Start Date Available immediately

Job Categories Dean

Academic Field(s) Administration - Academic Unit

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Job Description

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Dean, Students (Full-Time, Academic Administrator) Clovis Community College

State Center Community College District

Closing Date: 2/11/2025 at 11:55 PM

Campus Location: Clovis Community College

Start Date: 12/24/2024

Essential Functions:

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General Purpose Under general direction of the Vice President of Student Services, the Dean of Students plans, organizes and integrates programs and student support services for a college and associated educational centers; in cooperation with other deans and directors, develops and oversees a variety of programs and services designed to create clear pathways to employment and further education, provide proactive academic and career advising, and track and respond to student needs; maintains accreditation and program qualification standards; assigns and approves professional development; plans and conducts faculty evaluation and tenure processes; manages assigned functions to ensure compliance with District/college policies and procedures and all state and federal codes, educational regulations and requirements; actively engages in participatory governance processes; and performs related duties as assigned.

Distinguishing Characteristics Dean, Students is distinguished from other deans and academic managers by its responsibility for providing leadership and management of services that support all students, to include counseling, enrollment, registration, financial aid, and career or transfer programs, as well as programs to improve retention and learning for disproportionately impacted student populations.

Essential Duties and 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 operations of the assigned areas of the Early College Division; with other deans and college directors, develops, implements and monitors work plans to achieve goals and objectives; contributes to the development of and monitors performance against the annual department/division budget; manages and directs the development, implementation and evaluation of plans, work processes, systems and procedures to achieve annual goals, objectives and work standards.
2. Participates in the selection and on-boarding of full- and part-time faculty, in coordination with their departments, selection advisory committees, and the Human Resources Department; directs faculty assignments and monitors loads; assists faculty with program accreditation requirements; works to promote/maintain a collegial environment within the department/division; mediates the adjudication of faculty, staff, student and community conflict resolution and grievance processes.
3. Directs, manages, and assesses 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 employee grievances; subject to concurrence by senior management and

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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 division's, college's and the District's mission, objectives and values; promotes workplace diversity, inclusion, cultural competency and a positive work environment; provides guidance for program planning and data analysis to inform practices that support student achievement.

5. Works closely with college committees, such as Guided Pathways, Student Experience, Equity and Program Planning to advance the State Chancellor's Vision for Success; collaborates with others on campus and with K-12 partners to promote and develop high school enrichment/Dual Enrollment pathways that align with college strategic goals.

6. Participates actively in the life of the college, the District and participatory governance processes and initiatives by serving on or leading committees, workgroups, task forces and councils; coordinates, assigns, directs and/or participates in work on projects associated with accreditation.

7. Participates in the development and implementation of District/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 and productivity in department work processes.

8. Leads and directs the development and delivery of holistic student support, educational planning and intervention programs/services; ensures student access to proactive academic, career planning and personal advising from pre-enrollment through completion or transfer; identifies and resolve gaps in student services that may impact student needs or the college's ability to meet regulatory or accreditation requirements; ensures tracking of student data meets regulatory or accreditation requirements; oversees the development and implementation of supportive programs including health and mental health services and academic early alert and behavioral intervention programs; collaborates with other Deans to ensure consistency and transferability of services throughout the District.

9. Oversees the processes needed for students transitioning into or out of the college; ensures access to and availability of dual enrollment program support services; manages and directs the implementation of programs and services to support outreach, student enrollment, retention,

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employment, and transfer or graduation; ensures instructional support programs and co-curricular student activities align with classroom learning and career interests.

10. Ensures grant-funded student support programs provide equitable access to education for disproportionately impacted student populations such as TRiO, Title V, CalWORKs and EOPS, and DSP&S; oversees the collection and analysis of planning data, and works with directors on the development of programs, projects and grant coordination; ensures District/college, state and federal guidelines are met; monitors grants to ensure spending targets are met and fiscal operations comply with District/ college, State Chancellor's Office and funding source requirements; directs and manages the development and submission of reports, recommendations and plans.

11. Oversees academic integrity and student behavior and administers due process and student discipline; and adjudicates the student appeal process and coordinates District/college responses to informal and formal student grievances.

12. Ensures resources are available, including employees, facilities, technology and equipment, to meet student support requirements for the assigned division.

13. Works in close collaboration with other student services and instructional deans to facilitate the development of new programs; provides expert assistance to the Vice President and College/Campus President on college-wide strategies/programs for achieving institutional goals within areas of responsibility.

14. Provides leadership in the coordination of state, local and regional collaborations and in community outreach activities in an effort to expand programs; oversees the development of grant applications and administration of grants for their division.

15. Recommends, develops, implements, and revises policies, procedures and operational guidelines to improve and/or clarify processes.

16. 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 information.

17. Represents the college and participates in state and national program training and development and professional group meetings; makes presentations to various groups within the District, other

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educational institutions, community organizations and governmental agencies and oversees the development of grant applications and administration of grants.

Other duties1. Provides direct counseling to individual students in crisis or threat situations as appropriate.

2. Participates in community and business organizations to enhance the college's presence in the external community.

3. 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.

4. Performs related duties as assigned.

Minimum Qualifications:

Education and Experience

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 master's degree from an accredited college or university in a relevant field of study, and four years of increasingly responsible experience as an academic administrator or in a faculty leadership role, at least two years of which were in a management capacity involving student services functions, operations and activities, preferably in a California community college.

Licenses, Certificates And Other Requirements

A valid California driver's license and the ability to maintain insurability under the District's vehicle insurance program.

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 one's relational practices to more effectively engage and support racially minoritized students; and a commitment to participatory governance, consensus building, and team approach to management.

Knowledge, Skills and Abilities Knowledge of:1. Advanced knowledge of principles, best practices,

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methods and techniques of program, administrative and organizational analysis, planning and management as applicable to student support services and educational planning.

2. Student rights, student intervention and student disciplinary/grievance processes and procedures.
3. Principles and practices of student and academic counseling as well as principles of individual crisis counseling.
4. Applicable federal, state and local laws, rules and regulations, including the Family Educational Rights and Privacy Act, California Education Code and Administrative Code provisions.
5. Accreditation standards of the Accrediting Commission for Community and Junior Colleges.
6. College organization, functions, policies, objectives and curriculum.
7. Regional, District and community resources including governmental, community and social service organizations and their functions as applicable to assigned responsibilities.
8. District/college student recordkeeping practices, procedures and systems for processing and maintaining student information.
9. Principles, practices and methods of grant and categorical budget development/management and grant tracking, monitoring and reporting.
10. Federal, state and local laws, regulations and policies governing fiscal and reporting requirements of community colleges and educational institutions.
11. Research methods and analysis techniques.
12. Principles and practices of strategic and program planning applicable to a community college.
13. Practices of budget preparation and control; principles and practices of generally accepted accounting and auditing procedures related to federal and state-funded grant programs.
14. Advanced knowledge of principles, practices, methods and concepts used in public agency contracting and contract administration.
15. Principles and practices of sound business communication including proper English usage,

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grammar, spelling, and punctuation.

16. Safety policies and safe work practices applicable to the work being performed, including those required in crisis or threat situations.

17. District practices and procedures for purchasing and maintaining public records.

18. Principles and practices of effective management and supervision.

19. Basic principles and practices of organizational improvement and culture change.

20. Board Policies, Administrative Regulations, Human Resources procedures, Personnel Commission Rules, and collective bargaining agreements.

21. Community college 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 and teaching practices and aim to create a culturally responsive teaching 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. Plan, organize, direct and evaluate assigned student support and counseling division programs, operations and activities.

9. Direct the effective and consistent implementation of regulations, guidelines, policies and

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procedures applicable to areas of responsibility and to ensure compliance requirements are met.

10. Lead and participate in monitoring and assessing student persistence, progress and student equity measures.
11. Use sound judgement in disciplinary actions within scope of authority.
12. Respond appropriately to student and campus emergency and threat situations.
13. Define issues, analyze problems, evaluate alternatives and develop sound, independent conclusions and recommendations in accordance with laws, regulations, rules and policies.
14. Analyze, utilize critical thinking and make sound recommendations on complex student and administrative issues.
15. Work collaboratively with other college deans, directors, managers and the community and provide expert advice and counsel to develop solutions to complex issues.
16. Lead and participate in the monitoring and assessing of student success outcomes and student equity measures to improve student learning.
17. Contribute to college-wide institutional effectiveness efforts in planning, program review, accreditation, outcomes assessment and financial stewardship with the overall intent of actively supporting the achievement of instructional goals, college-wide needs and the healthy functioning of governance, management and other systems.
18. Understand, interpret, explain and apply applicable laws, codes and ordinances.
19. Organize, set priorities and exercise expert, independent judgment within areas of responsibility.
20. Develop and implement appropriate procedures and controls.
21. Prepare clear, concise and comprehensive correspondence, reports, studies and other written materials.
22. Communicate effectively, both orally and in writing, and practice active listening.
23. Operate a computer and use standard business software.

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24. Represent the District/college effectively in dealings with vendors, contractors, other educational institutions and other governmental officials.

25. Make presentations and present proposals and recommendations clearly, logically and persuasively to diverse audiences.

26. Use tact and diplomacy in dealing with sensitive and complex issues, situations and concerned people.

27. Establish and maintain effective working relationships with all those encountered in the course of work.

28. Contribute to institutional vitality and growth.

Conditions of Employment:

219 duty days and 24 vacation days for a total of 243 days.

Salary and Benefits:

Starting salary range is \$162,317 - \$182,689 based on education and experience. 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 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



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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.

For more information, contact the Academic Human Resources Office, 1171 Fulton St, Fresno, CA 93721, (559) 243-7100. For more information on Reedley College or State Center Community College District, visit our website at www.scccd.edu. **Please refer to position number CSTSS-DEAN (Slot #1099).**

Submission of application and related materials is the applicant's responsibility and must be submitted through the District's 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 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, 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 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:

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While performing the duties of this assignment, the employee is regularly required to use written and oral communication skills; read and interpret complex data, information and documents; analyze and solve complex problems; observe and interpret situations; learn and apply new information or skills; perform highly detailed work; work on multiple concurrent tasks with intensive deadlines and frequent interruptions; 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.

The employee works 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.

At Clovis Community College 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.

Clovis Community College seeks academic managers who value mentorship and working in a collegial, collaborative environment, guided by a commitment to helping all students achieve their educational

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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 Clovis Community College. Additionally, the college desires academic managers to utilize a framework of practices that is grounded in change theory and cognitive science.

The ideal candidate will share Clovis Community College's commitment to educating its racially and socioeconomically diverse student population. For the 2023-2024 academic year, we enrolled over 15,000 students in which 51% identify as Latinx, 13% as Asian/Pacific Islander, 4% as Black/African American, 26% as White, 1% as American Indian/Alaska Native, and 4% as multiracial. Clovis Community College is a Hispanic-Serving Institution, reflecting the great responsibility that the College has to the educational attainment and economic well-being of the surrounding community. The successful candidate will join a department dedicated to providing services responsive to the students it serves.

About the College

Located in the heart of California, Clovis Community College is one of the newest and fastest growing community colleges in California. Clovis Community College offers quality education in a friendly, innovative, and contemporary setting to students from the Fresno, Clovis, and foothill communities. Accredited in 2015, the College's culture is based on a commitment to and a vision for creating and maintaining a collaborative teaching and learning environment that fosters equitable student achievement and academic excellence.

The College's instructional and student services units are united by the common goal of providing exemplary academic programs and support services tailored to meet the needs of its diverse student population and its communities. The College mission and vision reflects this ambitious and inspiring goal.

Work for Us!

Our Mission

Creating Opportunities - One Student at a Time

- We honor diversity and serve all students of our community;
- We promote opportunities for success and wellness through full access to programs and services, and we provide comprehensive student support to achieve equity;
- We foster critical, creative, and engaged thinking through education based on integrity, generosity, and accountability;

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- We support student success along pathways to certificates, degrees, and transfer programs, preparing student for thriving futures;
- We build community partnerships to enhance student learning and success, thereby advancing economic vitality in the community;
- We engage in reflective research and innovation focused on learning and student success.

Clovis Community College continues to make history with many accolades and accomplishments, because of its emphasis on excellence and student success, and recently had its accreditation reaffirmed for seven-years by the Accrediting Commission for Community and Junior Colleges (ACCJC). Additional awards and accomplishments:

- Invited to apply for the 2023 Aspen Prize as one of the top 150 community colleges nationwide;
- Awarded "Champion for Higher Education," for exemplary work in awarding associate degrees for transfer for 5 years in a row in 2018, 2019, 2020, 2021, and 2022 by the Campaign for College Opportunity;
- Selected Top 10 Finalist for the National Bellwether Award in 2018 , out of nearly 400 nominations submitted nationwide, for our English Department's collaboration with Clovis West High School; and
- Earned the following rankings out of 116 California Community Colleges (Data source: California Community College's Student Success Metrics):
 - #2 in rate of transfer to UCs and CSUs in 2020-2021;
 - #4 in rate of transfer to any 4-year institution in 2020-2021;
 - #1 in rate of transfer to a 4-year institution for Hispanic students in 2020-2021; and
 - #1 in rate of transfer to a 4-year institution for First Generation students in 2020-2021.

[CCC Institutional Research Site](#)

To be considered for this position please visit our web site and apply on line at the following link: www.scccd.edu

EOE



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Contact Information

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

Contact

N/A

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