

Director, Student Equity & Success (Full-Time,
Categorically Funded) Fresno City College
State Center Community College District

Direct Link: <https://www.AcademicKeys.com/r?job=264192>

Downloaded On: Oct. 22, 2025 6:29am

Posted Oct. 21, 2025, set to expire Dec. 2, 2025

Job Title	Director, Student Equity & Success (Full-Time, Categorically Funded) Fresno City College
Department	
Institution	State Center Community College District Fresno, California
Date Posted	Oct. 21, 2025
Application Deadline	12/02/2025
Position Start Date	Available immediately
Job Categories	Director/Manager
Academic Field(s)	Administration - Executive
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Job Description

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Director, Student Equity & Success (Full-Time, Categorically Funded) Fresno City College

State Center Community College District

Closing Date: 12/2/2025 at 11:55 PM

Campus Location: Fresno City College

Start Date: 10/17/2025

Essential Functions:

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General Purpose

Under general direction of the Vice President or Dean, plans, organizes, integrates and collaboratively works with constituent groups across the college to implement strategies, services and initiatives to address identified disproportionality in instructional and student services, especially for underserved students; provides leadership and direction for college-wide student equity and success planning, development, implementation and evaluation; serves as the liaison and leads the coordination with other college departments, faculty, and administration in the effective delivery of student equity and success professional development opportunities and support initiatives campus-wide; and performs related duties as assigned.

Distinguishing Characteristics

Director, Student Equity and Success is distinguished from other directors by its responsibility for the development and implementation of the Student Equity and Achievement (SEA) Program with the intent of supporting Guided Pathways and the system-wide goal to eliminate achievement gaps for disproportionately impacted student populations.

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 SEA programs; with employees, develops, implements and monitors work plans to achieve goals and objectives; contributes to development of and monitors performance against the annual programs and grant budgets; researches, identifies and assists with the solicitation of grants, donations and other funding sources; 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 the adjudication of faculty, staff, student and community conflict-resolution and grievance processes.
3. Directs and manages the performance of assigned employees; directs and oversees the selection of

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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. Participates in the development and implementation of college SEA program plan goals and objectives and the implementation of Guided Pathways; provides leadership, guidance and recommendations on structures and practices that are conducive to realizing student equity in experiences and outcomes; identifies achievement gaps and develops strategies to remove barriers to success.

5. Co-chairs the college's student equity and success committee to monitor the development and implementation of college Basic Skills Initiative (BSI), Student Equity (SE) and Student Success Support Program (SSSP) Integrated Plan to ensure state funding and the achievement of goals; prepares and submits mid-year and year-end expenditure and progress reports.

6. Plans, organizes and directs the implementation of one or more grant-funded programs and positions; plans, manages and oversees the fiscal management of cooperative and direct grants; develops and monitors individual program tracking and data input and establishes audit trails; ensures grant-funded positions, expenditures and activities meet District, state grant objectives, guidelines and regulations; oversees and participates in the tracking, aggregation, analysis and reporting of data extracted from internal and external databases; analyzes, evaluates and develops reports, recommendations and plans; ensures the accuracy and timely submission of college, District and funding-source reporting.

7. With the college Professional Development Coordinator, ensures that all student equity and success professional development activities and programs, including all components of the BSI, SE, SSSP Integrated Plan and Student Equity Plan, are coordinated, delivered and evaluated for continual improvement.

8. Works collaboratively with faculty coordinators in academic learning programs to create and implement equitized programs to address disproportionately impacted student groups.

9. Creates and works with faculty and Institutional Research and Effectiveness to maintain an

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assessment plan that measures programs and courses for learning outcomes and serves as an equity lens into the instructional departments; provides direction and recommendations of equity-minded research and data related to disproportionately impacted student groups.

10. Makes presentations to diverse audiences, including the Board of Trustees and other board-level groups.

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

12. 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.

13. Serves on or leads committees, workgroups and task forces, and represents the District/college at local, regional, state and national conferences, meetings, workshops and training seminars; participates in advocacy efforts for program funding and participant resources and oversees the development of grant applications and administration of grants.

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

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

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students, as these factors relate to the need for equity-minded practices; **and**

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

Licenses, Certifications and Other Requirements

A valid California driver's license and the ability to maintain insurability under the District's 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 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 the policies and goals of the Student Equity and Achievement Program (AB1809), AB 705, the Student Centered Funding Formula and their relationships.
2. Principles and practices of instructional program development and administration including methods of instruction and the application and use of educational technologies.
3. Theory, principles, methods and techniques of social science research and survey development, design and dissemination, particularly as applicable to research of achievement gaps, student learning outcomes and other key research areas to understand student equity.

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4. Accreditation standards of the Accrediting Commission for Community and Junior Colleges.
5. Principles, practices, methods and techniques of student support program, administrative and organizational analysis, planning and management.
6. Principles, practices and methods of complex grant and categorical budget development and management, and grant tracking, monitoring and reporting.
7. Federal, state and local laws, regulations and policies governing community college programs, services, fiscal and reporting requirements including the Family Educational Rights and Privacy Act, California Education Code and Title IV.
8. Advanced principles, practices, methods and concepts used in public agency contracting and contract administration.
9. District/college student recordkeeping practices, procedures and systems for processing and maintaining student information.
10. Principles and practices of sound business communication including proper English usage, grammar, spelling, and punctuation.
11. Principles and practices of public administration, including budgeting, purchasing and maintaining public records.
12. Research methods and analysis techniques.
13. Principles and practices of effective management and supervision.
14. Principles and practices of strategic planning.
15. Basic principles and practices of organizational improvement and culture change.
16. Safety policies and safe work practices applicable to the work being performed, including those required in crisis or threat situations.
17. Board Policies, Administrative Regulations, Human Resources procedures, Personnel Commission Rules, and collective bargaining agreements.

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18. 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 and direct activities and accountabilities of programs and staff funded through SEA Programs.
9. Interpret, explain and apply complex legal mandates, regulations, guidelines, policies and procedures applicable to assigned responsibilities with consistency and a high degree of accuracy.
10. Work collaboratively with college administrators and stakeholders to develop and institutionalize SEA projects, services, educational programs and methodologies.
11. Analyze and make sound recommendations on complex community college educational needs, educational programming and community partnership opportunities/issues within areas of responsibility.
12. Define issues, analyze problems, evaluate alternatives and develop sound, independent conclusions and recommendations in accordance with laws, regulations, rules and policies.
13. Plan and deliver professional development in the area of student equity and organizational cultural

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change.

14. Prepare and administer memorandums of understanding, partnership agreements, contracts, invoices and documents.
15. Organize, set priorities and exercise expert, independent judgment within areas of responsibility.
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 students, 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. Communicate effectively, both orally and in writing, and practice active listening.
23. Use tact and diplomacy in dealing with sensitive and complex issues, situations and concerned people.
24. Establish and maintain effective working relationships with all those encountered in the course of work.
25. Contribute to institutional vitality and growth.

Conditions of Employment:

219 duty days and 24 vacation days for a total of 243 days. Duty days will be prorated based upon start of assignment.

Salary and Benefits:

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Starting salary range is \$133,539 - \$150,299 based on education and experience. Salary will be prorated based on start date. 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.

INTERVIEWS TENTATIVELY SCHEDULED AS FOLLOWS:

- **FIRST LEVEL INTERVIEWS THE WEEK OF JANUARY 5, 2026**
- **FINAL INTERVIEWS THE WEEK OF JANUARY 19, 2026**

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

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93721, (559) 243-7100. For more information on Fresno City College or State Center Community College District, visit our website at www.scccd.edu. **Please refer to position number FSES-DIR (Slot #1164).**

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, employees are 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. Employees are frequently required to walk and 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, the employee is 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

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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. The climate, temperature, noise level and overall environment will vary according to specific circumstances. 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 **Fresno City 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.

Fresno City 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 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 **Fresno City College**. Additionally, the college desires academic

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managers to utilize a framework of practices that is grounded in change theory and cognitive science.

The ideal candidate will share Fresno City College's commitment to educating its racially and socioeconomically diverse student population. For the 2024-2025 academic year, we enrolled over 45,000 students in which 68% identify as Latinx, 11% as Asian/Pacific Islander, 4% as Black/African American, 14% as White, 1% as American Indian/Alaska Native, and 2% as multiracial. Fresno City 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 the use of a curriculum responsive to the students it serves.

Fresno City College

About the College

As the very first community college in California, Fresno City College has a proud history of leadership in education and preparing generations of students for their future. Fresno City College is nestled near the lively Tower District and minutes from downtown Fresno, brick buildings and towering trees tell the long story of this historic institution. It is committed to academic excellence and diversity, equity and inclusion among its faculty, classified professionals, and students. The college takes responsibility for equitable outcomes and successful pathways for all students.

Work for Us!

Mission

As California's first community college, Fresno City College provides access to equity-centered, quality, innovative educational programs and support services. Committed to a culture of anti-racism, we create dynamic communities of respect and inquiry which encourage student success and lifelong learning while fostering the sustainable economic, social, and cultural development of our students and region.

Vision

Fresno City College aspires to build upon our equity-centered mission and further our commitment to normalize a culture of racial equity and anti-racism. As a community of educators and learners, we will use our individual and collective positions of influence, power, and privilege to foster a community of belonging, affirmation, and validation. We will courageously join as faculty, staff, and students in upholding our core values to transform lives in the Central Valley and beyond.

Core Values

Equity-Mindedness:



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We call attention to patterns of inequity in student outcomes and take personal and institutional responsibility for the success of our students. We critically reassess our own practices, are race-conscious, and aware of the social and historical context of exclusionary practices in American Higher Education.

Social Justice: We are focused on removing institutional barriers, taking responsibility for and mitigating systemic barriers. We are invested in validating our students' lived experiences through examining qualitative and quantitative data which enhances our understanding of intersectionality. This builds a foundation of data-driven solutions and responses to systemic issues.

Sustainable Social and Economic Mobility: We commit to breaking extractive, exploitative, and racist systems and practices. Servimos y empoderamos (we serve and empower) marginalized and racially-minoritized individuals, communities, and histories. With invested community partners, we build programs which foster trans- generational economic growth and prosperity.

[FCC 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

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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