

Director, Title V (Full-Time, Categorically Funded) Reedley
College
State Center Community College District

Direct Link: <https://www.AcademicKeys.com/r?job=268435>

Downloaded On: Nov. 18, 2025 3:41pm

Posted Nov. 18, 2025, set to expire Dec. 15, 2025

Job Title	Director, Title V (Full-Time, Categorically Funded) Reedley College
Department	Reedley College
Institution	State Center Community College District Reedley, California
Date Posted	Nov. 18, 2025
Application Deadline	12/15/2025
Position Start Date	Available immediately
Job Categories	Director/Manager
Academic Field(s)	Administration - Other
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Job Description

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Director, Title V (Full-Time, Categorically Funded) Reedley College
State Center Community College District

Closing Date: 12/15/2025 at 11:55 PM

Campus Location: Reedley College

Start Date: 11/13/2025

Essential Functions:

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General Purpose

Under general direction of the Vice President, serves as the fiscal director and activity manager of federal Title V Hispanic-Serving Institution grants; 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; and performs related duties as assigned.

Distinguishing Characteristics

Director, Title V Programs is distinguished from other directors by its responsibility for the development, implementation, tracking and reporting of specific Title V grant projects and activities. Incumbents have broad management responsibilities requiring advanced knowledge of both instructional and student services and federal grant management.

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 Title V office; with employees, develops, implements and monitors work plans to achieve grant goals and objectives; contributes to the development of and monitors performance against the annual and five-year program and grant budgets; 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, 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

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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 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 work processes.
5. Plans, manages and oversees the fiscal management of one or more Title V cooperative and direct grants; 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 Title V provisions and 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.
6. Plans, organizes and directs the implementation of Title V grant projects and initiatives; works with constituent groups to develop, promote and support instructional and student support programs and facilities that foster and enhance student success.
7. Implement outreach and enrollment strategies to help increase enrollment, Guided Pathways success, and financial literacy for Hispanic and low-income students through their pathways experience.
8. Incorporate strategies to increase sustainability and engagement to improve cultural pedagogy, course alignment to Guided Pathways and Vision for Success goals, and sustain financial responsibility for underrepresented and low-income students through enhanced and supported professional development activities and Instructional Design support.
9. Researches, develops and implements faculty workshops and programs to improve

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teaching and learning through a variety of online and offline modalities; works with faculty coordinators to organize professional development for tutorial staff to advance online pedagogy.

10. Oversees operations of a student support center for Title V programs; ensures access to and integration of instruction, student services and administrative services to enhance student equity and to improve student retention and program completion; works with Career Center counselors and job developers to ensure career services are aligned with the Guided Pathways Framework; and acts as a liaison to other support services throughout the college and community.
11. Serves as a liaison between Technology Support Services (TSS) and the office of Educational Services and Institutional Effectiveness to ensure Title V programs/services are coordinated with current and future technology integrations at the college level.
12. Creates and works with faculty to maintain an assessment plan that measures program courses for student learning outcomes and serves as an equity lens into the instructional departments to improve student learning; leads and works with vice presidents, 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.
13. Makes presentations to diverse audiences, including to the Board of Trustees and to other board-level groups.
14. Recommends, develops, implements, and revises policies, procedures and operational guidelines to improve and/or clarify processes.
15. 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.
16. Serves on and leads committees, workgroups and task forces, and represents the college/District at local, regional, state and national conferences, meetings, workshops and

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training seminars; participates in advocacy efforts for program funding and participant resources.

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 students, as these factors relate to the need for equity-minded practices.

A master's degree from an accredited college or university; OR possession of a valid California Community College Supervisory Credential and six years of teaching or counseling experience, at least two of which were managing a federal, state or locally grant-funded program in a higher educational setting, preferably targeting educationally or economically disadvantaged individuals; or an equivalent combination of training and experience.

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,

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consensus building, and team approach to management.

Knowledge, Skills and Abilities

Knowledge of:

1. Principles, practices, methods and techniques of program, administrative and organizational analysis, planning and management applicable to Title V grants.
2. Principles and practices of instructional program development and administration including instructional methods and the application and use of educational technologies.
3. Current and emerging technology platforms that relate directly to instruction and student services in higher education.
4. Principles, practices and methods of grant and categorical budget development/management and grant tracking, monitoring and reporting.
5. Principles, practices and methods of complex grant budget development, management, tracking and reporting in compliance with District and Education Department General Administrative Regulations (EDGAR) guidelines.
6. 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 V grant requirements.
7. Advanced principles, practices, methods and concepts used in public agency contracting and contract administration.
8. Community college curriculum development process and procedures, organization, operations, policies and objectives.
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.

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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.
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.

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7. Develop and maintain an inclusive work environment that fosters diversity, respect and engagement.
8. Plan and direct activities and accountabilities of assigned staff involved in the implementation of Title V-funded projects.
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 District/college administrators and stakeholders to develop and institutionalize Title V projects, 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. Plan and deliver professional development in the area of academic technology.
13. Analyze complex financial and statistical data and prepare financial statements and grant reports in accordance with generally accepted accounting principles and legal requirements and within EDGAR guidelines.
14. Prepare and administer memorandums of understanding, partnership agreements, contracts, invoices and documents.
15. Define issues, analyze problems, evaluate alternatives and develop sound, independent conclusions and recommendations in accordance with laws, regulations, rules and policies.
16. Organize, set priorities and exercise expert, independent judgment within areas of responsibility.
17. Communicate effectively, both orally and in writing, and practice active listening.
18. Develop and implement appropriate procedures and controls.
19. Understand, interpret, explain and apply applicable laws, codes, rules and policies.

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20. Represent the District/college effectively in dealings with students, employees and other colleges.
21. Prepare clear, concise and comprehensive correspondence, reports, studies and other written materials.
22. Operate a computer and use standard business software.
23. Make presentations and present proposals and recommendations clearly, logically and persuasively to diverse audiences.
24. Use tact and diplomacy in dealing with sensitive and complex issues, situations and concerned people.
25. Establish and maintain effective working relationships with all those encountered in the course of work.

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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:

\$133,539 - \$150,299 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 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 DECEMBER 8, 2025**
- **FINAL INTERVIEWS THE WEEK OF JANUARY 5, 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.

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State Center Community College District is an equal opportunity employer committed to fostering innovation and inclusivity. We respond proactively to the diverse needs of the community and welcome individuals excited to join our District's purpose to support student success both locally and globally. United, we the faculty, classified professionals and administrators pledge to treat all applicants and employees fairly and equitably.

[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 Reedley College or State Center Community College District, visit our website at www.scccd.edu. **Please refer to position number RTIV-DIR (Slot #2676).**

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 class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands

While performing the duties of this class, 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, 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.

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Mental Demands

While performing the duties of this class, 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; work with frequent interruptions; work under intensive deadlines; and interact with District managers, 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.

At ReedleyCollege 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.

ReedleyCollege 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

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the population of students who attend Reedley 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 Reedley College's commitment to educating its racially and socioeconomically diverse student population. For the 2024-2025 academic year, we enrolled over 17,000 students in which 73% identified as Latinx, 6% as Asian/Pacific Islander, 2% as Black/African American, 15% as White, 1% as American Indian/Alaska Native, and 2% as multiracial. Reedley 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 college dedicated to the students it serves.

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

Reedley College

About the College

Reedley College is located in the Central San Joaquin Valley of California in the city of Reedley, which has a population of approximately 25,000. Known as "The World's Fruit Basket," Reedley is in one of the richest agricultural regions of the world. Reedley College was established in May 1926 as Reedley Junior College. Reedley College is located on the historic T.L. Reed Ranch, bordering the Kings River which spans over 420 acres, including a 300-acre farm. Over its nearly 100 years of service to California's Central San Joaquin Valley, Reedley College has been an essential component of higher education offering over 67 programs and degrees taught by approximately 180 full-time faculty and 400 part-time faculty. Some of the programs offered at Reedley College includes an Agriculture, that regularly receives awards for their excellence in teaching, Aviation Maintenance and Flight Sciences, Natural Resources, Forestry and Wildland Fire Fighting, and STEM, including engineering. In addition, the college is also one of 11 community colleges in California to offer students on-campus housing.

Work for Us! Reedley College

Reedley College's Guided Pathway framework strongly encourages collaboration across disciplines to create inclusive, integrated, and interdisciplinary learning experiences. Reedley College administrators

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are expected to be knowledgeable about, and willing to support success teams that interact directly with students in their career pathways. Administrators must also be open and willing to participate in culturally relevant professional development that will facilitate their work with the population of students who attend Reedley College.

Reedley College has embraced Guided Pathways with the college's goal in mind, "We motivate and inspire students to succeed". The project is designed to significantly increase the number of students who earn a certificate or degree at a California Community College.

Mission

To cultivate opportunities that empower our students communities through engaging, equity-minded programs and services.

Vision

Providing equitable educational opportunities that transform our students and communities.

Values

To carry out our bold vision, we at Reedley College value:

Equity, Access, and Inclusion:our success depends on every member of our campus community achieving their educational goals

A Focus on Students:our practices, priorities, and policies are created, implemented, and reviewed with a relentless student-first approach

Educational Excellence:the instruction, student services, and experience we provide to each student consistently exceed expectations

Innovation:our words and action are always consistent with our mission

Stewardship:our decisions are made in the context of their financial, social, and environmental impacts on our campus, our region and the world

[RC College Planning 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
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Contact

N/A

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