

Dean, Educational Services & Pathway Effectiveness (Full-Time, Academic Administrator)
State Center Community College District

Direct Link: <https://www.AcademicKeys.com/r?job=269772>

Downloaded On: Dec. 24, 2025 2:43pm

Posted Dec. 24, 2025, set to expire Feb. 18, 2026

Job Title	Dean, Educational Services & Pathway Effectiveness (Full-Time, Academic Administrator)
Department	Fresno City College at West Fresno Center
Institution	State Center Community College District Fresno, California
Date Posted	Dec. 24, 2025
Application Deadline	02/18/2026
Position Start Date	Available immediately
Job Categories	Dean
Academic Field(s)	Administration - Student Affairs Administration - Undergraduate Education
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Job Description

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Dean, Educational Services & Pathway Effectiveness (Full-Time, Academic Administrator)
Fresno City College at West Fresno Center

State Center Community College District

Closing Date: 2/18/2026 at 11:55 PM

Campus Location: West Fresno Campus

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Start Date: 12/22/2025

Essential Functions:

General Purpose

Under general direction of the Vice President, plans, organizes, integrates and manages the programming and delivery of credit and non-credit programs; assists in the development of programming for a college's satellite centers; participates in the development and implementation of dual enrollment programs; provides leadership for the advancement of effective instructional programming including scheduling, program/curriculum development and Guided Pathways; oversees and develops class schedules; conducts faculty evaluation and tenure processes; directs and coordinates communications, instructional planning, and other initiatives to meet college and student needs; 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, Educational Services and Pathway Effectiveness is a single-incumbent position distinguished from other deans and academic managers by its responsibility for assisting the Vice President in the administration of the college's satellite centers, and collaborating with other deans to improve the college's portfolio of instructional programs through the implementation of the Guided Pathways model.

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 work of departmental assigned employees; in collaboration with District and college deans and directors, develops, implements and monitors work plans to achieve goals and objectives; contributes to the development of and monitors performance against the annual educational center 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. In collaboration with the college's Office of Instruction, oversees and conducts the scheduling of satellite center credit and non-credit, and contract class offerings and classroom allocations; develops and works with faculty to maintain an assessment plan to measure instructional courses for student learning outcomes and adherence to accreditation standards; participates in curriculum review, evaluation and planning to

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- ensure the currency and relevance of program curricula in meeting student needs.
3. Participates in the selection and on-boarding of full-time and part-time faculty, in coordination with their departments, selection advisory committees, and the Human Resources Department; directs faculty teaching assignments and monitors teaching loads; oversees and conducts the scheduling of class offerings and classroom allocations; develops and works with faculty to maintain an assessment plan to measure instructional courses for student learning outcomes and adherence to accreditation standards to improve student learning; conducts curriculum review, evaluation and planning to ensure the currency and relevance of division curricula in meeting student needs; ensures proper course sequencing to enable students to complete programs and meet degree and/or transfer requirements in a timely manner; assists faculty with program accreditation requirements; works to promote/maintain a collegial environment within the division; mediates the adjudication of faculty, staff, student and community conflict resolution and grievance processes.
 4. Directs and manages the work 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 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.
 5. Provides day-to-day leadership and works with employees to ensure a high-performance, service-oriented work environment that supports achievement of the satellite centers', college's and the District's mission, objectives and values; promotes workplace diversity, inclusion, cultural competency and a positive work environment.
 6. Participates actively in the life of the center, 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. Works in close collaboration with other instructional and student services deans to improve instructional programs throughout the college; confers with other deans regarding the development and implementation of Guided Pathways and other new programs; provides expert assistance to the Vice President on college-wide strategies/programs for achieving institutional goals within areas of responsibility.
 8. Plans, develops and implements community enrichment and professional development

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classes and a variety of dual enrollment, and fee-supported and contract education classes and programs; evaluates viability, effectiveness and demand for current and new classes, programs and enrichment opportunities; assesses industry and specific client training needs and designs educational programs; prepares forecasts of program revenues and expenditures; creates schedules and fee structures; selects and manages contracted educational service providers including online course providers.

9. Works with the Dual Enrollment Coordinator and others on campus to manage, promote and expand dual enrollment offerings, high school enrichment programs and counseling in partnership with public and private K-12 partners.
10. Works closely with Guided Pathways and Equity Committees to advance the State Chancellor's Vision for Success; works with K-12, college, and university partners in the development of career and/or transfer pathways.
11. Serves as liaison for the college among satellite center instructors, faculty, staff and administration; ensures resources are available, including employees, facilities, technology and equipment, to meet the centers' student support services and instructional classroom/laboratory requirements.
12. Provides information to students, faculty and the community on satellite centers' services, resources, policies and procedures; assists students, faculty, staff, and the public on the use of software and instructional technology; facilitates communication and decision making with center faculty, staff and administrators and regularly provides information regarding programs, projects and related issues.
13. Serves as liaison and manages outreach activities between the college and the community; represents the college and District at local community events and develops business and industry partnerships; coordinates and hosts community forums, presentations, events and campus activities; coordinates campus safety and any required closure/re-open events with the College President, District administration and public safety officials.
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 the center and its satellites.
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

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development and professional group meetings; makes presentations to various groups within the District, other educational institutions, community organizations and governmental agencies and oversees the development of grant applications and administration of grants.

Other Duties

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

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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 or California Community College Supervisory Credential from an accredited college or university in a relevant field of study, and four years of increasingly responsible experience as an academic administrator, in a faculty leadership role or as a student services manager/coordinator.

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 and methods of instructional program development and administration, including modern trends in curriculum development/articulation, methods of instruction and use of educational technologies.
2. Principles and practices of program administrative and organizational analysis/management applicable to student services/support and Guided Pathways effectiveness.
3. Advanced mastery of the theory and the application methodologies for the academic disciplines relevant to assigned center responsibilities.
4. Curriculum standards and application in centers' courses and student programs.
5. Applicable federal, state and local laws, rules and regulations, including the Family Educational Rights and Privacy Act, California Education Code and Administrative Code provisions.

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6. Accreditation standards of the Accrediting Commission for Community and Junior Colleges.
7. College organization, functions, policies, objectives and curriculum.
8. Regional, District and community resources including governmental, community and social service organizations and their functions as applicable to assigned responsibilities.
9. Principles and practices of student and academic counseling as well as principles of individual crisis counseling.
10. District/college student recordkeeping practices, procedures and systems for processing and maintaining student information.
11. Research methods and analysis techniques.
12. Principles and practices of strategic and program planning applicable to a community college center.
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. Principles and practices of sound business communication including proper English usage, grammar, spelling, and punctuation.
15. Safety policies and safe work practices applicable to the work being performed, including those required in crisis or threat situations.
16. District practices and procedures for purchasing and maintaining public records.
17. Basic principles and practices of organizational improvement and culture change.
18. Principles and practices of effective management and supervision.
19. Board Policies, Administrative Regulations, Human Resources procedures, Personnel Commission Rules, and collective bargaining agreements.
20. 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.

Conditions of Employment:

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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:

\$166,046 - \$186,886 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 TBD**
- **FINAL INTERVIEWS THE WEEK OF TBD**

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 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.

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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 Fresno City College or State Center Community College District, visit our website at www.scccd.edu. **Please refer to position number FCTC-DEAN, Slot #1118.**

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:

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

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interruptions; and interact with District/college/center 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. 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 CityCollege 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 CityCollege 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 Fresno City 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 Fresno City College's commitment to educating its racially and socioeconomically diverse student population. For the 2023-2024 academic year, we enrolled over 39,271 students in which 66% identify as Latinx, 11% as Asian/Pacific Islander, 5% as Black/African American, 15% as White, 1% as American Indian/Alaska Native, and 3% 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.

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

jeid-79cfd86e3545ef4b895dddf20ff96762

Contact Information

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

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Contact

N/A

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