

JOB TITLE: Associate Dean, Student Services

PAY GRADE: In accordance with the Educational Administrator Salary Schedule

LAST REVISED: December 2021

*Class specifications are intended to present a descriptive list of the range of duties performed by employees in the class. Specifications are **not** intended to reflect all duties performed within the job. Additional or different duties from the ones set forth below may be required to address changing business needs/practices.*

SUMMARY DESCRIPTION

Sierra College has committed to foundationally re-engineer its programs and services using Guided Pathways to increase student achievement, ensure student equity, and effect timely goal completion. Under administrative direction of the Dean or Vice President of Student Services, this position serves as a member of the District's management team to provide leadership in matters relating to the administration of assigned programs within Student Services, and to perform related work as required.

The Associate Dean of Student Services will provide leadership, coordination, and operational direction for Disabled Students Programs and Services (DSPS) and Veterans Services, with a focus on improving and ensuring equitable student outcomes for access, credential attainment, employment and transfer. The position will also provide administrative oversight for other assigned student support services areas, which may include Special Programs (EOPS, CalWORKS, TRiO, Guardian Scholars/NextUp, Umoja, Puente, and Honors Programs), Student Conduct, Residence Life, Basic Needs, and/or the Behavioral Intervention CARE Team.

Sierra College has a strong commitment to the achievement of equity and inclusion among its faculty, staff, and students, and values the rich diverse backgrounds that make up the campus community. The Dean of Student Services must demonstrate a profound understanding of and experience with successfully supporting individuals with varying backgrounds. This includes persons with disabilities, various gender identities, various sexual orientations, individuals from historically underrepresented communities, and other groups to ensure the District provides strategies for success, as well as proactive, student-centered practices and policies committed to eliminating equity gaps.

REPRESENTATIVE FUNCTIONS:

1. Provides leadership and administrative oversight for assigned support programs and services for diverse students in an equity-minded and inclusive manner, focusing on increased accessibility, student success, goal attainment, and successful transition into the workforce or on to a 4-year college or university.

Collaborates and strategizes with assigned program managers, directors, classified professionals, faculty, senior administrators, and regional and state stakeholders to identify systemic barriers, as well as develop equity-minded processes and procedures, that ensure efficient and effective resource support for students at all district locations and within the Sierra College Guided Pathways Framework.

2. Plans, implements, prioritizes, assigns, supervises, and participates in the daily work of program operations, while also managing, coordinating, and providing oversight for program budgets and necessary internal and external reports.
3. Interprets, articulates, implements, and monitors compliance with federal and state requirements, local Board and Administrative Policies, applicable human resources, and business services processes.
4. Works collaboratively and coordinates with all Sierra College locations and departments, as well as external stakeholders, in order to focus on student diversity, equity, and inclusion across the District service area and:
 - a. identify and implement ways to improve support program alignment and seamless pathways from K-12 and adult education programs, leading to gainful employment and/or transfer to 4-year colleges and universities;
 - b. improve student access into assigned programs by contributing to help develop responsive, timely, student-centered schedules and services;
 - c. increase cultural programming and culturally responsive support services; and
 - d. provide efficient and effective program activities and interventions designed to increase access, persistence, completion, and achievement rates.
5. Develops, executes, and continuously improves programs, communications, and services in response to the changing needs of students, including coordinating with marketing and public information functions for the promotion of assigned support service programs and areas.
6. Coordinates and plans faculty counselor and classified professional schedules to ensure appropriate departmental and program coverage; and, as needed, identifies resource needs and collaborates with senior administrators to allocate resources accordingly.
7. Spearheads and executes assigned initiatives designed to best serve students needing equitable support services (including access to life and soft skill-building, independent living, or residential life experiences) to enter the workforce or transfer to a 4-year college or university.
8. Develops short and long-range support planning, and implements district-wide equity and success strategies for enrolled students in assigned areas, with specific attention to veterans, students with disabilities, historically underrepresented students, and various identified student populations;
9. Reviews, modifies and revises policies and procedures as needed to ensure equity-mindedness and ongoing compliance with Title 5 and other applicable state and federal regulations.
10. Provides support, time and effort for the coordination of culturally-responsive and trauma-informed practices, especially as it relates to Behavior Intervention CARE Team practices, and with a focus on reconciliation and restorative justice as goals of the student conduct process.
11. Coordinates with Instructional and Information Technology (IIT) and others as appropriate to help implement and maintain effective district technology solutions to provide equitable support services and maintain accessibility for all students.
12. Coordinates, develops and implements equity-minded programs for continuing students designed to deliver quality and intentional services efficiently, including but not limited to:

employee and student workshops, informational meetings, probation and intervention workshops, Interest Area and student cultural programming, and other related events and services.

13. Develops, collects, and analyzes pertinent district-wide data to ensure conformation to statewide Management Information System (MIS) requirements and data-informed decision-making.
14. In collaboration with other stakeholders, provides leadership to deliver effective, innovative, and intentional services and activities to improve student success, goal attainment, and/or degree completion.
15. Ensures quality of program accountability, including program reviews and audits for evaluation of student outcomes and overall program quality.
16. Attends and participates in professional group meetings; maintains awareness of new trends and developments regarding integrative planning, and community college initiatives.
17. Manages, mentors, evaluates, and supports assigned staff, faculty, and managers across all areas of responsibilities.
18. Maintains currency and knowledge of legal and academic regulations, as well as accreditation standards, as they relate to areas of responsibility.
19. Performs other duties as assigned: specific assignments are subject to change and flexible depending on the needs of the Student Services Division and initiatives of the District.

MINIMUM QUALIFICATIONS: *The following describes the education, experience, knowledge, skills, and abilities required to enter the job and successfully perform the assigned duties.*

Education and Experience Guidelines:

- A Master's degree from an accredited college or university, and
- Must have two (2) years full-time experience or the equivalent within the last four (4) years in one or more of the following fields:
 - (1) Instruction or counseling or both in a higher education program for students with disabilities;
 - (2) Administration of a program for students with disabilities in an institution of higher education;
 - (3) Teaching, counseling, or administration in secondary education, working predominantly or exclusively in programs for students with disabilities; or
 - (4) Administrative or supervisory experience in industry, government, public agencies, the military, or private social welfare organizations, in which the responsibilities of the position were predominantly or exclusively related to persons with disabilities.

Knowledge of:

- Guided pathways tenets;
- Culturally responsive student success, retention, equity and completion strategies and theory;
- Current best practices and trends for providing counseling and advising services, including equity focused, trauma informed, and culturally responsive practices, in a community college or similar setting;
- The Americans with Disabilities Act, Rehabilitation Acts 504 and 508, and policies/regulations for

- students with disabilities;
- Title IX law in relation to sexual assault/violence and best practices for behavioral intervention teams in higher education;
- Personnel management practices and techniques of supervision and staff evaluation;
- Role of higher education, and specifically community colleges, in supporting marginalized populations;
- Pertinent federal, state, and local laws, codes, and regulations including Title V regulations for categorical programs and assigned areas;
- Current higher education, retention and success trends, issues, strategies, regulations, and compliance in the state, regionally, nationally, and internationally;
- Methods to successfully support individuals with varying backgrounds, which includes persons with disabilities, various gender identities, various sexual orientations, individuals from historically underrepresented communities and other groups;
- Trauma-informed and culturally-responsive educational practices;
- Database management, student information systems, statistical data interpretation, and the application of information technology to success, retention, and completion programs;
- Collaborative problem solving and conflict resolution techniques;
- Accounting and budgeting methods, audit procedures, statistics, and data interpretation;
- Management concepts and practices, including change management, organizational and motivational techniques;
- Personnel management practices and techniques of supervision and staff evaluation;
- Employment processes, collective bargaining processes, data collection, and report writing; and
- Safety practices.

Ability to:

- Manage and direct the activities of and provide effective leadership for categorical/grant-funded programs, services, and operations;
- Envision, develop and maintain short and long-term strategic plans;
- Coordinate and direct student success programs for general and specific identifiable student populations;
- Apply an equity-minded framework and ensure programs, services and processes are designed and delivered to meet the varying needs of all students;
- Supervise, support, organize, and review the work of assigned staff involved in the outreach, in-reach, and retention of community college students;
- Recommend and implement goals, objectives, policies, and procedures for providing student success and retention services that is culturally responsive to the populations being reached;
- Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals;
- Participate in the preparation and administration of assigned budgets and reports;
- Promote, design, and implement integrated, comprehensive solutions involving a diverse body of stakeholders;
- Bridge gaps between instruction and student services;
- Foster a culture of innovation;
- Engage faculty and staff in a highly collaborative and deliberative environment to effect a student-centric institutional culture;
- Analyze and assess related programs, policies, and operational needs and make systemic recommendations for improvement;
- Conduct ongoing research and evaluation of best practices;
- Identify and respond to sensitive organizational issues, concerns, and needs;
- Plan, organize, direct, and coordinate the work of assigned staff;
- Compile data and prepare accurate reports;
- Demonstrate an awareness, appreciation, and support of the cultural diversity of the community;
- Adhere to critical deadlines while working with frequent interruptions;

- Establish and maintain effective working relationships;
- Commit to equity and student success;
- To interact and work effectively with a diverse population utilizing exceptional interpersonal and intercultural skills;
- Exercise sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff.
- Perform consistently under the pressure of deadlines and other administrative demands;
- Plan and manage in an environment of shared governance;
- Demonstrate integrity and consistency;
- Communicate effectively verbally and in writing;
- Effectively coordinate group work efforts;
- Effectively utilize social/interpersonal skills;
- Utilize listening and negotiating skills;
- Interact effectively with District faculty and staff, and the community;
- Set priorities and establish goals and objectives;
- Organize work and manage time effectively; and
- Conduct effective meetings.

PHYSICAL DEMANDS AND WORKING ENVIRONMENT: *The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.*

Environment: Work is performed primarily in a standard office setting.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods; to occasionally walk, stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard, and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents, and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.