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| San Bernardino Valley College Academic Senate | AD/SS 207 3:00 - 4:30 pm |
|--|-----------------------------|

Minutes of October 5, 2016

| Topic | Discussion | Action |
|--|---|--|
| Call to Order | | Called to order at 3:04 pm |
| Approval of Minutes from September 21, 2016 | | Motion: A Avelar 2 nd : P Ferri-Milligan and K Adams (tied for 2 nd) Approved in voice vote with 3 abstentions: A Aguilar-Kitibur, L Burnham, J Murillo. |
| President's Report | <p>See attachment to these minutes for copy of president's written report. The president C. Huston made additional comments to her written information about the following items:</p> <p>Equivalency: C Huston noted that the ASCCC has a new paper on equivalency, which faculty are encouraged to read (see link in president's report). Also, a free regional meeting at RCC on the issue will be on 10/29/16.</p> <p>Non-credit coordinator position: With the deadline passed, no one has entered a letter of interest. The reported reason was that those interested did not want reassigned time, but stipend. VPI Hua was looking into that.</p> <p>J Lamore noted that this was unsatisfactory. The position would require significant time on task and allowing someone to do the job plus a full load was ill-advised. P Ferri-Milligan agreed it would be a time-intensive job. A Avelar wondered if the problem was really that insufficient reassigned time had been offered. C Huston noted she would bring these concerns forward to the VPI.</p> <p>Faculty Evaluations: C Huston noted that faculty evaluation assignments had gone out.</p> | |
| New Business | <p>VPI and VPSS Office Updates: R Shabazz and H Hua spoke about drafts of reorganizations of Student Services and Instruction, especially the need for another dean; the two deans in SS would be Dean of Counseling and Matriculation and Dean of Student Equity. Draft organization charts and supporting documents were circulated (see attachments). In addition, though a little less clearly articulated, was a new dean for Academic Success and Learning Services in Instruction. Justifications for this change (in SS) summarized as follows: other institutions of similar or even smaller sizes have more SS deans that we do; with a lot more funding coming from state for SS, both program and paperwork are expanding.</p> <p>P Ferri-Milligan asked if the funds for the new dean would come from general fund. Shabazz answered that funds would come from student equity money, which is expected to be a reliable source for the foreseeable future.</p> | |

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| | <p>P Ferri-Milligan also asked about where the Writing Center would fit, as it was not listed on any of the org charts. She noted there is a need for such a service to remain with the department. H Hua agreed that was best.</p> <p>A Aguilar-Kitibur asked if the pool of applicants for the new position would be low because of uncertainty about the position and its funding and also that workload might not be equitable. R Shabazz reiterated that the funding would be reliable, and also that the position itself is fairly standard. In addition, attention had been paid to insuring the two deans would have similar workload. H Hua noted that the two deans would also “be joined at the hip” because they would naturally have to work closely together.</p> <p>A Avelar noted that #6 on proposed job description for Dean of Academic Success and Learning Services should note professional development. R Shabazz noted that such suggestions would be accepted for the next couple of weeks until it is sent forward to HR.</p> <p>M Copeland asked when the position would start. R Shabazz said June 2017 if all went well, with a November/December 2016 roll out of description.</p> <p>Educational Master Plan: C Huston noted that much work had been done on document (including in a 6 hour meeting the previous Friday), but the updated document was not yet available. An area covering transfer was added and scrutinized. There was some discussion about whether the senate should discuss the earlier document to comment, but it was decided that we needed to wait for updated version. The updated version would be posted on the senate web site, and it was important that senators read it and be prepared to comment. Sections 2.96 through 2.100 would be most important to review.</p> | |
| Old Business | <p>Strong Work Force: C Huston and L Burnham led discussion. It was noted that there would be a template for requests. H Hua indicated the template was in fact ready. In first year, we are looking at projects to enhance current programs. Needs requests would go through Program Review to insure those were ranked and would insure there was a process as money is identified. But it was important that faculty consider new programs or opportunities to use the funds as curriculum and other things would need to be in place for future years.</p> <p>M Copeland asked what the definition of “enhancing” current programs was. New classes? L Burnham noted that updating equipment and the like seemed more aligned. She did wonder if hiring professional experts to help write curriculum for new programs would be allowed. The answer seemed to be yes.</p> | |

| Topic | Discussion | Action |
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| <p>Committees</p> | <p>Ed. Policy, J Gilbert: No report.</p> <p>Personnel Policy, J Lamore: No report.</p> <p>Student Services, A Aguilar-Kitibutr: No report.</p> <p>Career/Tech, S Meyer: No report.</p> <p>Equity/Diversity, L Lopez: No report.</p> <p>Legislative Policy, A Avelar: No report.</p> <p>Elections, no current chair: No report.</p> <p>Financial Policy, T Vasquez: No report.</p> <p>Curriculum, M Copeland: No report.</p> <p>Program Review, P Ferri-Milligan: The committee would be running a workshop to help those working on Needs Assessment documents or Conditional/Probation Efficacy documents on Friday, September 30 from 9:30 to 11.</p> <p>Accreditation & SLOs, C Huston: no report.</p> <p>Professional Development, Rania Hamdy: Faculty were encouraged to sign up for the Strategic Planning through a Cultural Competence Lens workshop to be held over 3 days over the academic year. She noted it was important to take strategic planning goals and turn them into action plans and decide outcomes for accountability. The presenters would help the group do that.</p> <p>J Lamore had some reservations. He asked why it was necessary to hold this off campus, or why the “cultural competence” lens was necessary to the conversation. R Hamdy noted that going off campus meant less distractions for those in the work group and would allow them to focus better. In addition, H Hua noted that if equity funds (\$40,000) were to be used, the workshops would need to fit with equity concerns.</p> | |

| Topic | Discussion | Action |
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| Additional Reports | <p>College President's Report, D Rodriguez: The president noted that work on eliminating the same day pay policy was progressing. It has a negative impact on enrollment and on certain populations. The change would not come in the spring, but fall 2017. She also noted that work continues on the EMP/FMP and thanked those who continue to work on those documents. She reminded those who were assigned to manager evals to meet the deadlines. She noted she is continuing to meet with area educational, business and elected leaders. Finally, she addressed the drop in FTES (down by 800). She said our internal population of students is the best target, so they should be encouraged to take more classes. L Burnham noted that allowing students to register earlier than we allow now would help, especially for fall, as fall enrollment happens after the spring semester is over. D Rodriguez noted that would be looked into, but it was complicated, and things like financial aid would need to be worked out.</p> <p>SBCCD-CTA, A Avelar: no report.</p> <p>District Assembly, J Gilbert: no report.</p> | |
| Public Comments | No public comments. | |
| Announcements | No announcements. | |
| Adjourned | | Meeting adjourned at 4:36 pm. |

LIST OF ATTACHED DOCUMENTS

- 1) Sign-In Sheet
- 2) Agenda
- 3) President's Report
- 4) Comparison of SS Deans in other Districts
- 5) Draft SS org chart showing 2 dean positions
- 6) Draft of Academic Success/Learning Service Dean org chart
- 7) Summary of old and new configurations in SS
- 8) Hiring needs in SS
- 9) Draft Job Description for Dean of Student Equity
- 10) Draft Job Description for Dean of Student Success/Learning Services

Academic Senate Sign-In Sheet October 5, 2016

| | SENATOR | INITIAL |
|---|-------------------------|---------|
| A | Adams, Kathy | KLA |
| | Aguilar-Kitibutr, Ailsa | AK |
| | Avelar, Amy | AA |
| B | Banola, John | B |
| | Barnett, Kellie | |
| | Batalo, Mandi | MB |
| | Beebe, Yvonne | YB |
| | Burnham, Lorrie | LB |
| | Burns-Peters, Davena | BP |
| C | Chatterjee, Achala | |
| | Copeland, Mary | MC |
| D | Demsky, Jeffrey | |
| F | Ferri-Milligan, Paula | |
| G | Gilbert, Jeremiah | |
| H | Huston, Celia | CH |
| J | Jones, Caroline | |
| | Jones, EJ | |
| K | Kafela, Kathy | |
| L | Lamore, Joel | |
| | Lee, Dirkson | |
| | Lillard, Sheri | |
| | Lopez, Leonard | |
| M | Marquis, Jeanne | |
| | Massad, Sana | |
| | Mestas, Marie | |
| | Metu, Reginald | RM |

| | | |
|---|-------------------|------|
| R | Meyer, Stacey | |
| | Moeung, Botra | BM |
| | Murillo, Joan | JM |
| S | Rosales, David | |
| | Slusser, Michael | MS |
| | Smith, David | DS |
| | Strong, Teri | |
| V | Vasquez, Mary Lou | |
| | Vasquez, Tatiana | T.V. |

| FREQUENT VISITORS | |
|-------------------|----|
| Hamdy, Rania | RH |
| Hua, Henry | HH |
| Rodriguez, Diana | DR |
| Shabazz, Ricky | SR |
| Smith, James | |
| Weiss, Kay | KW |

| VISITORS (Print Name) | INITIAL |
|-----------------------|---------|
| Jose F. Torres | J.T. |
| Johnny Carlay | JC |
| Marty Milligan | MM |
| Maria Lopez | ML |
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See back if more sign-in space is needed

SBVC ACADEMIC SENATE
AD/SS 207 3:00 PM - October 5, 2016

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|--|---------------------|---------------|
| 1. Call to Order: Roll Call (sign in) | | 3:00 pm |
| 2. Approval of Minutes from 09/21/2016 | | |
| 3. President's Verbal and Written Report | | |
| 4. New Business | | |
| a. VPI & VPSS Office Updates | H. Hua; R. Shabazz | |
| b. Educational Master Plan | | |
| c. Facilities Master Plan | | |
| 5. Old Business | | |
| a. Strong Workforce | S. Meyer | |
| 6. Committees | | 4:00 pm |
| a. Ed. Policy | J. Gilbert | <i>Update</i> |
| b. Personnel Policy | J. Lamore | |
| c. Student Services | A. Aguilar-Kitibutr | |
| d. Career/Tech | S. Meyer | |
| e. Equity/Diversity | L. Lopez | |
| f. Legislative Policy | A. Avelar | |
| g. Elections | Vacant | |
| h. Financial Policy | T. Vasquez | |
| i. Curriculum | M. Copeland | |
| j. Program Review | P. Ferri-Milligan | <i>Update</i> |
| k. Accreditation & SLOs | C. Huston | |
| g. Professional Development | R. Hamdy | <i>Update</i> |
| 7. Additional Reports | | |
| a. College President's Report | D. Rodriguez | |
| b. SBCCD-CTA | A. Avelar | |
| c. District Assembly | J. Gilbert | |
| 8. Announcements | | |
| 9. Public Comments | | |
| 10. Adjournment | | |

SBVC Academic Senate President's Report

10-5-2016

Equivalency

There is a new paper from the ASCCC regarding equivalency that is a good read especially since the Senate will be looking at our equivalency processes this year. There is a free regional meeting on Minimum Qualifications and Equivalency on 10/29/16 at Riverside CC. Anyone interested in learning more about equivalency should plan to attend. http://www.asccc.org/sites/default/files/equivalency_paper.pdf

24 Hour payment/drop

At its meeting on 09/01/2016, the District Enrollment Management Committee voted to recommend that, effective spring of 2017, SBCCD suspend the practice of dropping a student for nonpayment. To deter nonpayment, disciplinary measures should be established that result in placing a hold on student grades, and blocking his or her ability to register for future terms. The Academic Senate will be discussing this recommendation at our 10/19/2016 meeting

District IEPI Request

District has worked collegially to develop an Institutional Innovation and Effective plan and will be requesting IEPI funding to address and improve three of the areas identified by the ACCJC and by the IEPI team; Human Resources, Integrate Strategic Planning and Board Roles.

Non-Credit Coordinator

No letters of interest for the non-credit coordinator were received by the deadline. Most faculty who indicated some interest did not want to work with reassign. VPI is investigating offering a stipend instead.

Late Start Classes

There are a number of late start classes beginning 10/17/16, encourage your students to register. Have a class you'd like to offer? Contact the VPI.

VPI Forum

The tentative date for the VPI forum in 12/1/16 time and place TBD

EMP/FMP Review Dates

- 11/4/16 Final College Council Work Session 8:30 – 10:30 AD/SS 207

Save the Date

10/12/16 – Executive Committee Meeting

10/19/16 – Academic Senate Meeting (virtual?)

Area D Meeting: Saturday, Oct 15, 2016 – San Diego (Celia)

South Regional Curriculum Meeting: Oct 22, 2016 – Mt. San Antonio College

Minimum Qualifications and Equivalency Regional Meeting: Oct 29, 2016 – Riverside CC

Fall Plenary Session: Nov 3 - 5, 2016 – Costa Mesa

Formerly Incarcerated Students Regional Meeting: Nov 19, 2016 - TBD

Contextualized Teaching and Learning Regional Meeting: Dec 3, 2016 - TBD

Common Assessment Initiative Faculty Regional Meeting: Dec 10, 2016 TBD

Accreditation Institute: Feb 17 - 18, 2017 – Napa

Innovation and Instructional Design: March 17- 18, 2017 - San Jose

Spring Plenary: April 20-22, 2017 – Sacramento (Celia)

| Name of College | SS Deans | SS Directors | IO Deans | Titles of SS Deans | 2014-15 | | |
|-------------------------------|----------|--------------|----------|--|------------|----------------|-----------------|
| | | | | | Enrollment | SE Allocation | SSSP Allocation |
| Antelope Valley College | 3 | 9 | 5 | Dean, Counseling & Matriculation Dean, Enrollment Services Dean, Student Life | 18,856 | \$1,835,099.00 | \$4,005,579.00 |
| Barstow College | 2 | 3 | 2 | Dean of Student Support and Equity Associate Dean, Students and Athletics | 3,426 | \$383,006.00 | \$662,202.00 |
| Cerro Coso College | 0 | 4 | 0 | No level of Deans | 6,745 | N/A | N/A |
| Chaffey College | 4 | 8 | 9 | Dean, Discipline/Grievance and High School Partnerships Dean, Student Life Dean, Counseling and Student Success and Support Programs Interim Dean, Kinesiology, Nutrition and Athletics Dean, Counseling & Matriculation | 25,945 | \$1,848,676.00 | \$4,241,545.00 |
| College of the Desert | 2 | 11 | 4 | Dean of Counseling Services Dean of Enrollment Management | 14,063 | \$1,163,149.00 | \$1,445,919.00 |
| Copper Mountain College | 2 | 0 | 1 | Associate Dean, Student Success and Equity Associate Dean, Student Success and Financial Aid | 2,516 | \$258,622.00 | \$470,035.00 |
| Crafton Hills College | 2 | 3 | 3 | Dean, Student Services & Student Development Dean, Student Services Counseling & Matriculation | | \$620,640.00 | \$1,577,147.00 |
| Mt. San Jacinto College | 4 | 8 | 6 | (4) Dean, Student Services | 21,283 | \$1,610,914.00 | \$2,618,231.00 |
| Palo Verde College | 2 | 4 | 0 | (2) Dean of Instruction and Student Services Dean of Student Services | 5,554 | \$250,000.00 | \$677,843.00 |
| Riverside City College* | 2 | 8 | 7 | Dean of Enrollment Services Dean, Student Life Dean, Special Funded Programs Dean, Student Services Dean, Admissions and Records Assistant Dean, CalWORKs and Special Funded Programs | 26,612 | \$3,608,172.00 | \$3,059,810.00 |
| Norco College* | 5 | 7 | 4 | Dean, Student Services Dean, Student Equity | 13,042 | \$3,608,172.00 | \$1,683,939.00 |
| Moreno Valley College* | 3 | 7 | 4 | Dean, Student Services Counseling | 12,839 | \$3,608,172.00 | \$1,687,117.00 |
| San Bernardino Valley College | 1 | 7 | 5 | Dean, Counseling & Matriculation | 17,044 | \$1,346,524.00 | \$3,437,194.00 |
| Victor Valley College | 2 | 6 | 5 | Dean, Student Services Dean, Student Equity and Success | 16,061 | \$1,458,474.00 | \$2,252,154.00 |

* Combined RCCD Student Equity allocation is split between three colleges.

Student Services

Vice President,
Student Services

Dean of Counseling &
Matriculation

Dean of Student Equity

Admissions & Records

Assessment

CalWORKs and Workforce
Development

Counseling

Financial Aid

Middle College Program

Puente/Tumaini

Transfer Center

Veteran's Resource Center

Welcome Center

DSP&S

EOP&S/CARE

First Year Experience

Foster Youth Programs

Outreach and Recruitment

STAR

Student Health Services

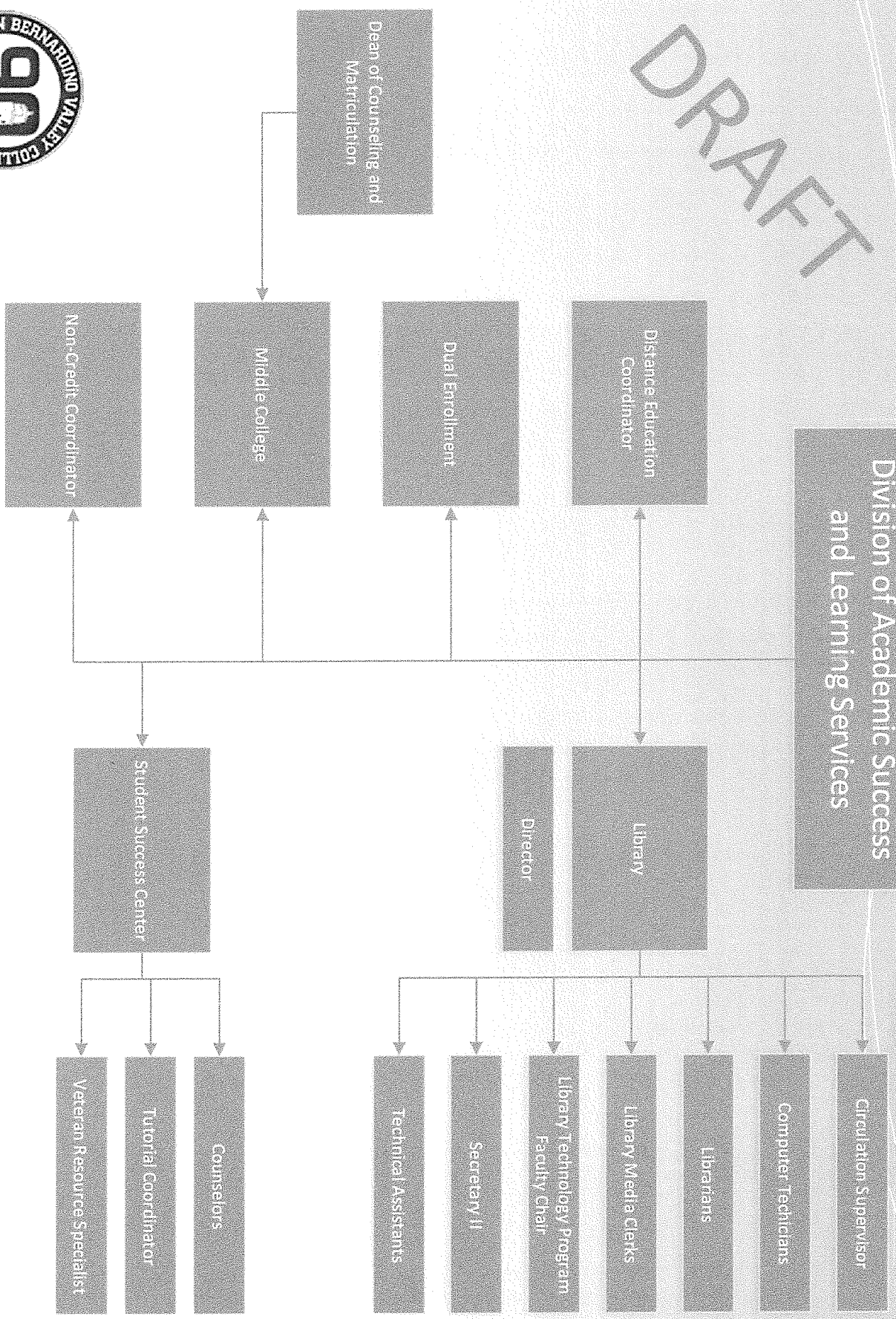
Student Life/
Student Discipline

Title IX

Valley Bound

DRAFT

Division of Academic Success and Learning Services



Student Services

CURRENT:

Vice President of Student Services – Administrative Assistant I; DSP&S: EOPS/CARE; Library & Learning Support Services; Student Health Services; Student Life/Associated Student Government; Dean of Counseling and Matriculation; and Foster and Kinship Care Education Program.

Dean of Counseling and Matriculation – Administrative Secretary; Admissions & Records; Articulation; Matriculation/Assessment; CalWORKs and Workforce Development; Financial Aid; First Year Experience; Valley Bound Commitment; STAR Program/TRIO; Transfer Center; Puente; Tumaini; Veteran’s Resource Center; and Outreach & Recruitment.

PAST:

Vice President of Student Services - Administrative Assistant I; Student Life; Foster/Kinship Care Program/Foster Youth/ILP; Veteran’s Resource Center; Middle College High School; Police Academies; Dean of Counseling and Matriculation; Dean of Library and Learning Support Services and Associate Dean of Enrollment Management.

Dean of Counseling and Matriculation – Administrative Secretary; Counseling; Matriculation/Assessment; STAR Program/TRIO; Transfer & Career Services; Puente; Tumaini; and Occupational Advancement Department/CalWORKs/Workability III/EDD/WIA/Job Corps.

Dean of Library and Learning Support Services – Administrative Secretary; Library; Student Health Services; DSP&S; EOPS/CARE; and Valley Bound Commitment.

Associate Dean of Enrollment Management – Admissions & Records; Financial Aid; and Outreach & Recruitment.

PROPOSED:

Vice President of Student Services – Administrative Assistant I; Dean of Counseling and Matriculation; and Dean of Student Equity.

Dean of Counseling and Matriculation – Administrative Secretary; Counseling; Admissions & Records; Veteran’s Resource Center, Articulation; Matriculation/Assessment; Middle College Programs; CalWORKs and Workforce Development; Financial Aid; Transfer Center; Puente; and Tumaini.

Dean of Student Equity – Administrative Secretary; DSP&S; First Year Experience; Outreach and Recruitment; EOPS/CARE; Student Life; STAR, Student Discipline; Student Health Services; Foster Youth Programs; Title IX; Crisis Intervention Team; Co-Chair of the Arts, Lectures and Diversity and EM Committees; Member of the Basic Skills Committee.

Student Services Hiring 2016/17

Recommendations for Hiring

High Priority, General Fund Positions:

| Replacements/Retirements | New |
|--------------------------|---|
| | <ul style="list-style-type: none"> Huddle Coordinator (SSSP/General Fund) Faculty Middle College Coordinator (SSSP/General Fund/MC Faculty) |

High Priority, Soft Funds Positions:

| Replacements/Retirements | New |
|--|--|
| <ul style="list-style-type: none"> Guardian Scholars/Dreamers/FYE Counselor (SSSP) Carolyn Lindsey Replacement- Faculty Secretary I (FKCE/YESS/Guardian Scholars) | <ul style="list-style-type: none"> Dean of Student Equity Administrative Secretary- Student Equity (2) General Counselors (SSSP) Faculty (non-tenured) Reclass a Clerk II to Secretary II (SSSP) VRC Counselor (SSSP)- Faculty SSSP Coordinator (2nd Year Exp., The Huddle Males, VRC-SSSP) Middle College Coordinator (SSSP/General Fund/MC) Faculty Student Services Tech II (FKCE/Guardian Scholars, YESS, SSSP, SEP) Huddle Coordinator (SSSP/General Fund)- Faculty (Same position as above) Secretary II the Huddle (SSSP) Secretary II for EOPS/CARE (replaces a tech) Sr. Programmer (SSSP/SEP-EPI Project) |

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

DEAN OF STUDENT EQUITY (Categorically Funded-Contingent upon Funding)

*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; however, any additional duties will be reasonably related to this class.*

SUMMARY DESCRIPTION

Under general supervision of the Vice President of Student Services, the Dean of Student Equity performs a variety of administrative duties to advance the college's student equity goals of ensuring equitable educational opportunities for all students, regardless of race, gender, age, disability, or economic circumstances. The dean develops and coordinates student equity and success initiatives related to the academic, student support, and social needs of students from culturally and socially diverse backgrounds. Areas of responsibility include, but are not limited to, student support services, categorical programs, EOPS/CARE, Disabled Student Services (DSPS), Student Life, Student Discipline, Behavioral Intervention Team, First Year Experience programs, Outreach, Student Health Services, Foster Youth programs, Title IX, and STAR. Other duties as assigned.

REPRESENTATIVE DUTIES

The following duties are typical for this classification

1. Responsible for the overall leadership, development, implementation, budgeting, supervision, and evaluation of the college's Student Equity Plans and assigned programs.
2. Serves as the liaison between instructional and student services administrators and faculty regarding the submission of the college's Student Equity Plan and related reports.
3. Coordinates with research to conduct student needs assessments, assesses for disproportionate impact using the California Community Colleges Chancellors Office guidelines, and develop a schedule and process for evaluating progress in implementing Student Equity goals and activities.
4. Facilitate the assessment of evidence-based best practices in remediation.
5. Prepares and administers the Districts annual and long-range student equity plans and associated student equity reports in conjunction with District planning and budget development processes; monitor plans and timelines to accomplish student equity goals and objectives.
6. Provides leadership to student equity planning, evaluation and reporting efforts with other student equity-related categorical programs including but not limited to: Basic Skills, CalWORKs, DSPS, EOPS/CARE, Foster Youth, STAR, SSSP programs and services, and Veterans.
7. Provides leadership in the planning and implement new student equity programs to enhance student enrollment, success and achievement such as, but not limited to: first year experience, concurrent enrollment, summer bridge/immersion program(s), student mentoring opportunities, and other assigned programs.
8. Collaborates with the Dean of Counseling and Matriculation to ensure district placement tests and policies do not create adverse impact and more accurately predict student success and identify student remedial needs.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
Dean of Student Equity (*Continued*)

9. Collaborates with the Dean of Counseling and Matriculation with the development and implementation of the college's Student Success Plan. Ensure that the college's Student Success Plans, Student Equity Plans and Basic Skills Plans are integrated.
10. Collaborates with the Dean of Counseling and Matriculation with program development for follow-up to targeted "At Risk" students, i.e., no identified career goals, students in basic skills, Probation I, II and re-admitted.
11. Assists with Title IX investigations and compliance with state and federal Title IX mandates.
12. Provide leadership and coordinate the college's behavioral intervention team.
13. Serve as the college's disciplinary office to oversee student discipline cases.
14. Serves on college wide committees such as but not limited to: Co-Chairs the college's Behavioral Intervention Team; Co-Chairs the college's Enrollment Management and Student Equity Committee; Co-Chairs the college's Arts, Lecture and Diversity Committee, sits on the SSSP and Basic Skills Committees. Serves on other committees as assigned.
15. Participate in District and/or community meetings and activities to promote student equity and developmental education/basic skills goals.
16. Supervises and evaluates assigned managers, faculty and staff.
17. Performs related duties as required.

QUALIFICATIONS

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

Knowledge of:

SB 1456, SSSP and SEP policies and procedures.

State and federal student financial aid processes and procedures including federal and state laws and regulations, including Title 5 and applicable sections of the California Education Code.

Procedures for processing computer applications in financial aid.

Human relations skills, methods, and techniques to conduct interviews, convey technical information, resolve conflicts, and facilitate problem resolution.

Student support services and special services for students.

District organization, operations, policies and objectives.

Mathematical principles and practices.

Office procedures, methods, and equipment including computers and applicable software applications such as word processing, spreadsheets, and databases.

Principles and procedures of record keeping and filing.

Principles of business letter writing and basic report preparation.

Interpersonal skills using tact, patience and courtesy.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Ability to:

Assess student needs and interests and develop viable plans and alternatives.

Interview students to determine program eligibility and obtain relevant data.

Plan, develop and conduct information workshops.

Interpret state and federal guidelines pertaining to financial aid programs.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
Dean of Student Equity (*Continued*)

Determine eligibility of students for financial assistance through analysis and interpretation of data and guidelines.
Work with people who have economic, cultural or language barriers.
Properly handle difficult, sensitive, and confidential situations and materials.
Plan, organize and prioritize work in order to meet schedules and timelines.
Maintain current, accurate and confidential records and files including financial records.
Independently prepare reports, correspondence and memoranda.
Operate office equipment including computers and supporting word processing, spreadsheet, and database applications.
Adapt to changing technology and learn functionality of new equipment and systems.
Type or enter data at a speed necessary for successful job performance.
Understand and follow oral and written instructions.
Communicate clearly and concisely, both orally and in writing.
Train and provide work direction to others.
Analyze situations accurately and adopt an effective course of action.
Work confidentially with discretion.
Work independently with little direction.
Establish and maintain effective working relationships with those contacted in the course of work.
Work varied schedules, to include nights and weekends.

Education and Experience Guidelines:

Education/Training:

A Master's degree in Educational Administration, Social Sciences, Human Services or a related field from an accredited college or university or a related field.

Required Experience:

Three years of increasingly responsible experience as an administrator in student services.

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 of time; to occasionally 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.

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT
DEAN, ACADEMIC SUCCESS AND LEARNING SERVICES (SBVC)

SUMMARY DESCRIPTION:

Under the administrative direction of the Vice President of Instruction (SBVC), the Executive Dean of Academic Support is responsible for ensuring that the learning-centered programs and services offered by the areas under his/her supervision meet the needs of a diverse student population, comply with all state and federal regulations and comply with the budget goals of the college and the district. In addition, this position provides administrative oversight and leadership for the Library and Learning Support Services, Tutoring Centers across the campus, Dual Enrollment and Contract Ed, Distance Education, Basic Skills Coordination, Non-credit and Adult Education, and Middle College High School.

REPRESENTATIVE DUTIES:

The following duties are typical for this classification.

1. Provides leadership, direction and commitment to student-centered learning by assessing local and national trends, and by working with others to identify programs and services that will meet the needs of a diverse community.
2. Serves as the liaison between instructional and student services administrators and faculty members regarding the writing of the college's basic skills plan and reports related to the areas under the purview of academic support including, but not limited to, the areas listed above.
3. Is responsible for supervising, planning, developing, organizing and evaluating the Library and Learning Support Services, Tutoring Centers across the campus, Dual Enrollment and Contract Ed, Distance Education, Basic Skills Coordination, Non-credit and Adult Education.
4. Collaborates with the Dean of Counseling and Matriculation in providing supervision, planning, development, organization and evaluation of Middle College High School Program.
5. Works with personnel in appropriate positions to recommend, plan and implement new programs to enhance student success, retention and persistence in distance education, dual enrollment programs, summer bridge/immersion programs, basic skills and non-credit adult education programs, and academic support services (i.e. tutoring and supplemental instruction).
6. Works with the Vice President of Instruction to provide effective orientation and progressive in-service training for faculty chairs, faculty and staff in the areas supported.
7. Facilitate the assessment of evidence-based best practices in remediation and persistence.
8. Collaborates with Dean of Student Equity and Dean of Counseling and Matriculation to ensure the development and implementation of the college's Student Success, Student Equity and Basic Skills plan integration.
9. Provides leadership and evaluation to the college's Library and Learning Support Services and the Library instructional programs.

10. Provides leadership and assistance in coordinating the interaction and participation in the enhancements of the campus' academic support services across campus including, but limited to the Student Success Center and Supplemental Instruction.
11. Participates in the Curriculum Committee and assists faculty in the revision of current curriculum and developing new curriculum and pathways for transitioning students from non-credit to credit courses in academic and CTE programs.
12. Participates in District and community meetings and activities to promote developmental education/basic skills and non-credit pathways to collegiate courses and CTE certificates and degrees.
13. Works cooperatively with college staff, coordinators and administrators to achieve established goals and objectives for all of the programs within the division.
14. Coordinates one or more college-wide initiatives for the improvement of programs or services.
15. Works to address and resolve student, staff and faculty complaints and grievances on both an informal and formal basis, following adopted district procedures.
16. Assists in the preparation of program review documents and division-wide planning and budgeting priorities, working in consultation with program directors and faculty chairs in accordance with the campus budget process.
17. Stays abreast of leading instructional technology changes, and works to incorporate technology as applicable to classroom curriculum or to the service area.
18. Develops and generates statistical data and reports.
19. Develops and implements accountability procedures and systems.
20. Serves as the line supervisor for all faculty in the area not already aligned with other divisions and all classified staff reporting to the dean's office.
21. Contributes to the evaluation of all faculty in the areas supervised and all classified staff assigned to the area, maintaining strict adherence to scheduled evaluation intervals.
22. Serves as the administrative representative on screening committees for new contract faculty and classified staff, and oversees the hiring of adjunct faculty and hourly support staff, adhering to District employment policies.
23. Provides information to students and to members of a diverse public who may be interested in enrolling in a program or service offered by the programs under supervision.
24. Represents the perspectives of the programs supervised when attending college meetings and shares information obtained in college meetings with appropriate administrators, faculty and staff.
25. Maintains accessibility and strong lines of communication with students, area faculty and staff and encourages strong intramural relationships.

26. Participates in and attends institutional functions related to instructional and student services programs, including but not limited to convocations, student performances, sporting competitions and other related events.
27. Participates in community events and works with Marketing and Outreach to increase the visibility and viability of the programs under supervision.
28. Upholds professional standards of behavior and ethics in support of the institution's published mission, tenets and values.
29. Performs related duties as required.

MINIMUM QUALIFICATIONS:

The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period of time in order to successfully perform the assigned duties.

- Possession of a Master's Degree or equivalent from an accredited institution or equivalent in any of the areas of supervision
- Two years of formal training, internship or leadership experience reasonably related to the administrative assignment
- Teaching experience as a faculty member at the community college level
- Experience that indicates a sensitivity to, and an understanding of, the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students and personnel, including those with physical and learning disabilities
- **Knowledge of**
 - 1) Principles, practices, and theories of higher education; and the philosophy, objectives, and functions of California community college instructional programs
 - 2) Principles, practices, philosophy, objective and functions of instructional programs in an Adult Education environment
 - 3) Appropriate sections of the Education Code and Title 5; federal, state, and county regulations as they relate to community college credit and non-credit programs and Adult Education
 - 4) State legislative initiatives involving Basic Skills, Non-Credit and Dual Enrollment
 - 5) Principles and practices in budget development and management; program planning and evaluation.
- **Ability to**
 - 1) Plan, organize, and coordinate multiple activities; design, create, and implement use of resources.

- 2) Develop and evaluate comprehensive plans to satisfy present and future college and community needs.
- 3) Prioritize and execute a wide range of projects simultaneously.
- 4) Work independently, assume responsibility, and take initiative in carrying out assignments.
- 5) Communicate effectively both orally and in writing.
- 6) Establish and maintain cooperative relationships between the College, community, service area Superintendents of School Districts, and key individuals, and with all persons contacted in the course of work.

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/classroom setting.

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally 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.