



Program Viability Plan
Spring 2016

Program Viability Summary

The information contained within this document provides support for the following summary.

1. The impact on students and student success:

	2009-2010	Annual 2010-2011		Annual 2011-2012		Annual 2012-2013		Annual 2013-2014		Annual 2014-2015	
	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)	Student Count	Student Count (%)
☐ Crafton Hills Total	100.00 %	8,399	100.00 %	7,432	100.00 %	6,861	100.00 %	7,420	100.00 %	7,889	100.00 %
African-American	4.86 %	381	4.54 %	327	4.40 %	280	4.08 %	335	4.51 %	361	4.58 %
American Indian/Alaskan Native	0.89 %	55	0.65 %	36	0.48 %	23	0.34 %	18	0.24 %	30	0.38 %
Asian	3.75 %	354	4.21 %	345	4.64 %	274	3.99 %	287	3.87 %	318	4.03 %
Filipino	1.66 %	145	1.73 %	134	1.80 %	104	1.52 %	114	1.54 %	127	1.61 %
Hispanic	30.45 %	2,820	33.58 %	2,736	36.81 %	2,771	40.39 %	3,172	42.75 %	3,512	44.52 %
Multi-Ethnicity	2.01 %	285	3.39 %	289	3.89 %	302	4.40 %	359	4.84 %	404	5.12 %
Pacific Islander	0.42 %	24	0.29 %	18	0.24 %	17	0.25 %	13	0.18 %	23	0.29 %
Unknown	3.41 %	126	1.50 %	70	0.94 %	37	0.54 %	23	0.31 %	23	0.29 %
White Non-Hispanic	52.54 %	4,209	50.11 %	3,477	46.78 %	3,053	44.50 %	3,099	41.77 %	3,091	39.18 %

Since the 2010-2011 academic year when our Educational Master Plan was most recently revised, our Hispanic, Multi-Ethnic and African American population have been increasing. In the same time period, our white and “unknown” populations have been decreasing. In terms of disabilities, our numbers have also been increasing and is at an all-time high.

With future of a potential International Program and plans to recruit a larger population of Veterans, our student population continues to grow more diverse. A Diversity and Inclusion Program has two main focuses: Student Education and Engagement, and Staff/Faculty Education and Engagement. Students would be provided with more opportunities to share their stories, educate their peers (and the campus community), and celebrate their uniqueness. This welcoming and inclusive environment will help build a mutual respect between students and the college, translating into deeper engagement and greater success. Student focus group and survey responses are also shown on page six of this document. The Staff/Faculty impact will be discussed further in number six below.

2. The impact on the comprehensiveness and balance of offerings across the college curriculum and within the district: All programming through Diversity and

	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Fall 2015
Crafton Hills						
CalWORKs - California Work Opportunity & Responsibility to Kids	30	39	34	40	60	58
CARE - Cooperative Agencies Resources for Education	22	22	26	25	37	35
DSPS - Disabled Students Programs & Services	304	274	237	213	398	415
EOPS - Extended Opportunity Programs & Services	363	282	349	336	409	384
First Generation					1,822	1,800
Foster Youth	40	27	37	37	31	41
Military (Active Duty, Active Reserve, National Guard)					1	
Special Admit	382	444	381	362	254	284
Veteran	208	200	191	177	177	180

Inclusion would be shared with those across the district via email, website, and Facebook. Specifics on types of programming will be discussed further in number six below. A list of projects previously completed through this program, and plans for upcoming and on-going projects are also outlined on pages seven through nine of this document.

3. The impact the educational and budget-planning process used at the

institution: As shown on page ten and eleven of this document, a .6 release time (.2 more than what is currently being given), is requested for the 2016-2017 academic year as phase one of this pilot program. The proposition also includes one student worker and an annual spending budget of \$10k (for guest speakers, supplies, and programming). These numbers should be reevaluated for the 2017-2018 academic year for potential further growth and rollout of phase two (1.0 release for a faculty coordinator), if deemed successful. Upon successful development and sustained success within the program, a Director level position could be considered in academic year 2020-2021.

4. The positive and/or negative impact on transfer to four-year colleges and

universities: Diversity and Inclusion programs are being developed more frequently at four-year colleges and universities, and are starting to trickle down into the community college level (see pages thirteen through nineteen of this document). By implementing such a program at Crafton, we will be at the forefront of a faculty-led program and be a model for other community colleges. In terms of the program's impact on transfer students, they will be more aware of how to access resources and support services once they arrive at their next institution.

5. The effects of the program on local businesses and industries: Diversity and Inclusion programming is not only for the diverse or special population of students, but is also aimed at raising awareness and educating those who fit our greater society's norm (white, middle class, able-bodied, heterosexual, and Christian). This education will make all students more well-rounded and marketable to local businesses and industries, as well as more successful in their chosen career paths.

6. The effects of the program on faculty and staff: Diversity and Inclusion programming will focus on: age, ability, ethnicity, gender expression, gender identity, race, religion, sexual orientation, socio-economic status, citizenship, education status, emotional intelligence, family dynamics, food insecurity, foster youth, homelessness, language differences, learning styles, mental and emotional conditions, and military and veteran status. Education and awareness will take place in various forms including, but not limited to: guest speakers, research and inquiry, workshops on curriculum and instructions, social and celebratory events, focus groups, analysis of policy, and social justice education. This type of programming will make our campus employees more culturally aware and sensitive to the needs of others. It is likely to also have a positive impact on our campus climate. This information is also shown in a visual graphic on page five of this document, along with the program's mission, vision, and values.

7. Projected impact on overall educational program, students, faculty, and community: A Diversity and Inclusion program is projected to better connect students with our campus, therefore increasing persistence and success rates. The Diversity and Inclusion program will collaboratively work with all divisions, departments, and offices on campus, therefore further unifying our campus, which is shown in a visual graphic on page twelve of this document.

8. Relation of the program to the college Mission: “The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning.” If we want to advance our diverse student population through engagement and learning, we need to continue the dialogue with faculty about diverse issues that affect our students on a daily basis. Only then will our students be more comfortable and open to the deep level of engagement we seek.

9. Relation of the program to the Educational Master Plan: The Education Master Plan lists eight major strategic directions: 1. Student Access and Success, 2. Inclusiveness, 3. Best Practices for Teaching and Learning, 4. Enrollment Management, 5. Community Value, 6. Effective, Efficient, and Transparent Process, 7. Organizational Development, 8. Effective Resource Use and Development. All eight of these can be supported by a Diversity and Inclusion Program as many of the “suggested actions” listed within the document would also be carried out through the program.

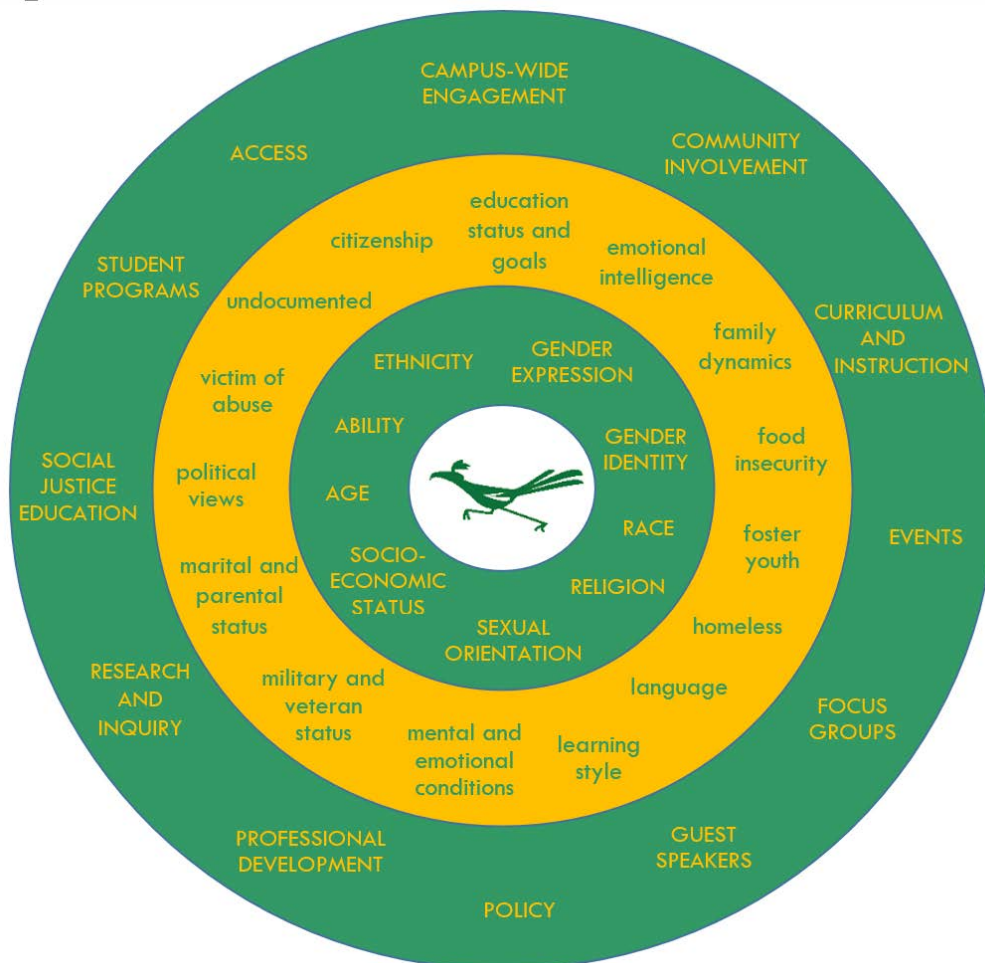
Crafton Hills College

Diversity and Inclusion Program

Mission: To intentionally educate and raise awareness of diversity in all of its forms through collaboration and advocacy.

Vision: To create an inclusive campus community where individuality is recognized, differences are celebrated, and everyone has the opportunity to engage, learn, and advance.

Values: Individual differences, equal access, and inclusion of all community members.



Inner Circle: protected classes

Yellow Circle: other forms of diversity

Outer Circle: methods to educate and raise awareness of all forms of diversity


Students Speak Out

The survey (shown below) was administered to all clubs during club rush, as well as provided to individuals who stopped by our table. A focus group (put together by Ericka Paddock) was held on May 9th.

Student feedback:

- We have a diverse campus, but not a lot of understanding... but we are also still viewed as the “white college on the hill.”
- Need more presentations and activities that focus around topics of diversity.
 - o Student involvement, participation, and visibility.
- Communication and advertising needs to improve. Change the TV displays more often with useful advertising of events.
- We need to bring diversity (curriculum and pedagogy) into the classrooms.
- Students want a “place” on campus (a physical pride/diversity center).
- Continued conversations like the one the focus group that took place on May 9th.
- Outreach to high schools and local college fairs.
- We need more ethnicity boxes on forms.
- Introductory videos online explaining the services, offices, and locations of various departments around campus.
- Prayer space (facing North-East).
- Workshop ideas:
 - o How to moderate debates and hot topics in the classroom
 - o Intergenerational Awareness and Communication
 - o Cultural Sensitivity (student panel)
 - o Social Responsibility
 - o Mutual Respect

We are off to a good start... but there is more work to be done.



CRAFTON HILLS COLLEGE
Diversity and Inclusion

1. What does DIVERSITY mean to you? _____

2. Do you think Crafton Hills College is a diverse college? (circle one) YES NO
Explain if needed: _____

3. What is CHC lacking in (programs, support, services, etc.)? Be specific. _____

4. What diversity related topics do you feel CHC faculty and staff need training or professional development on? _____

5. We are in the process of developing a Diversity and inclusion website. What would you like to see on our website? (List on and off campus resources that you would like linked on this page) _____

"Like" us on Facebook:
<https://www.facebook.com/CHCDiversityandInclusion>

Program Progress and Plans

Progress Since implementation

- ✓ Create booklets and pamphlets advertising Diversity and Inclusion
- ✓ Post fliers and posters around campus to create a welcoming climate where students feel accepted and safe
- ✓ Developed logos for both Safe Space and Diversity and Inclusion
- ✓ Build Diversity and Inclusion website:
<http://www.craftonhills.edu/current-students/diversity-and-inclusion/>
 - Awareness months
 - Campus resources
 - Events
 - Off campus resources
 - Teaching and classroom resources
 - Contact us
- ✓ Met with and surveyed student organizations regarding our campus's perception of diversity
- ✓ Attended NADOHE Conference (National Association of Diversity Officers in Higher Education)
- ✓ Network with Chief Diversity Officers at local Institutions
- ✓ Diversity Speaks: Speaker Series
 - Alicia Garcia (ability)
 - Brayen Brown (transgender)
 - Georgia McGowan (transgender)
 - Autism Society (ability)
 - Rick Daily (race and LGBT intersectionality)
- ✓ Safe Space Ally Training Program
- ✓ Developed & implemented Safe Space Student Ally Training Program (new)
- ✓ Diversity Day annual event
 - Outreach: Joshua Home, PossAbilities, Autism Society
- ✓ Open Mic



Plans

- ☐ Become an institutional member of NADOHE (\$500)
- ☐ Bring DiversityEdu education program to campus
- ☐ Expand and maintain Diversity and Inclusion website
- ☐ Fall and Spring Speaker Series (see calendar on next page)
- ☐ Continue Developing and offering Various Programming (each semester):
 - Safe Space New Cohort Training
 - 3 Safe Space follow-up trainings
 - Student Ally Trainings
 - Patchwork Series (live and online)
 - Open Mic
- ☐ Continue marketing efforts to improve campus climate
 - Diversity glasses, posters, banners, booths, info tables, Facebook, etc.
- ☐ Grow In-Service and Flex Day offerings
- ☐ Implement a Diversity Sub-Committee of PDC (faculty, staff, managers, and students)
- ☐ Work with faculty across disciplines to make their courses more inclusive
- ☐ Increase the impact of and involvement in Diversity Day
- ☐ Work with Student Life on New Student Orientation and other events
- ☐ Provide support to all campus departments and numerous committees
- ☐ Respond to requests on program growth and improvement provided by our campus community and based on data through Research and Planning
- ☐ Build connections with “outside” organizations which will provide resources to our students and campus community
- ☐ Create an official strategic plan as part of our campus’ annual planning process



Annual Calendar of Speakers

Month	Topic	Speakers	Date
January	Human Trafficking Prevention		
February	Black History		
	Dating Violence		
March	Nutrition		
	Reading Awareness		
	Women’s History		

April	Arab American Heritage		
	Autism on the College Campus	- Beth Burt: ieautism@att.net - Lillian Vasquez: Lvasquez@sbccd.cc.ca.us	4/29/16
	Child Abuse Prevention		
	Sexual Assault Awareness		
May	Asian American and Pacific Islander Heritage		
	Foster Care		
	Jewish American Heritage		
	Mental Health Awareness		
	Military Appreciation		
	Mobility Awareness		
SUMMER BREAK			
August	Autism on the College Campus	- Beth Burt: ieautism@att.net - Lillian Vasquez: Lvasquez@sbccd.cc.ca.us	
September	Deaf Awareness		
	Hispanic Heritage Month (Sept 15-Oct 15)		
	Intergenerational Awareness	Religious Panel	
	Religious Diversity Awareness		
	Self-Improvement and Development		
	Suicide Prevention		
October	AIDS Awareness		
	Disability Awareness	- "If At Birth You Don't Succeed" Power of Positivity by Zach Anner: zachannerbookings@gmail.com	10/3-7/16
	Depression Education & Awareness		
	Domestic Violence Awareness		
	LGBT History Month		
	SES and the Impact on Education	- Brandi Lawless: bjlawless@usfca.edu	10/17/16
November	Adoption		
	Military Family Appreciation		
	Native American Heritage		
	Transgender Awareness		
December	Human Rights		

... And more!

Crafton Hills College

Diversity and Inclusion Program Proposal

Phase 1: Fall 2016

Position Title: Faculty Lead of Diversity and Inclusion

Classification: Faculty

Reports to: President

Load: .6 release in 2016-2017 academic year (currently .4)

(reassess growth for 2017-2018 academic year and proceed to phase two if successful)

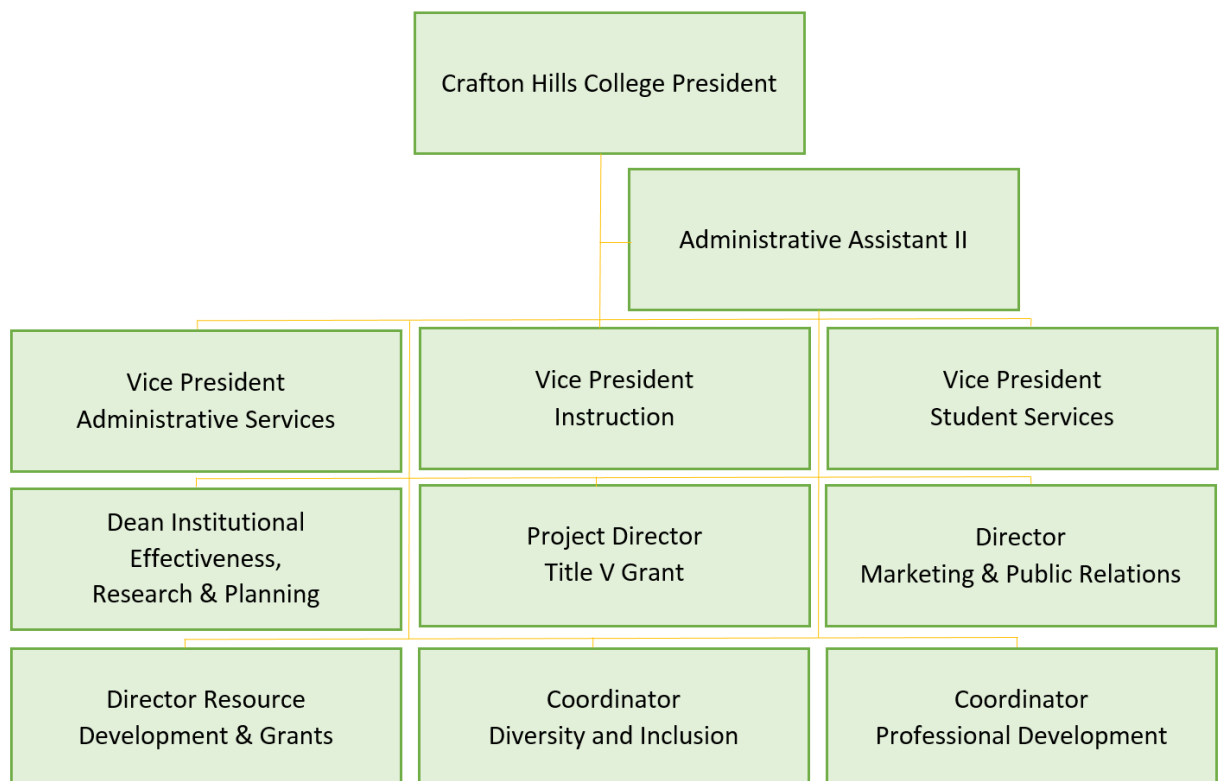
Office Location: Daniel Bahner Center for Teaching and Learning or shared space within Student Life

Support Staff: one student worker or master student to focus efforts on the student side

Committee Oversight: Subcommittee of Professional Development
(open to faculty, staff, managers, and students)

Budget: \$10k annual

* Similar to the PDC Coordinator Position, but serves both campus employees and students.



Phase 2

Projected Timeline: Fall 2017- Spring 2020

Position Title: Coordinator of Diversity and Inclusion

Classification: Faculty **Reports to:** President

Load: 1.0 release for faculty coordinator

Support Staff: one student worker

Committee Oversight: Subcommittee of Professional Development
(open to faculty, staff, managers, and students)

Budget: \$25k annual

Phase 3

Projected Timeline: Fall 2020

Position Title: Director of Diversity and Inclusion

Classification: Management **Reports to:** President **Load:** 1.0

Office Location: Crafton Center Administration

Support Staff: Faculty Lead and one student worker

Committee Oversight: Equity Committee (open to faculty, staff, managers, students)

Budget: Oversight of Equity Budget



Campus Support

“Getting serious about diversity and inclusiveness (and not merely paying lip service to them) at the programmatic level is long overdue. The symbolic importance of this program cannot be overstated. In the few years Breanna Andrews has devoted her energy and talent to matters of diversity, our campus has virtually transformed. Breanna has given the campus not only an intellectual framework but the very infrastructure on which to build a program. I hope the creation and development of this new Program of Diversity and Inclusiveness will be considered a top priority for the college!” (Dean Papas).

“Breanna has been instrumental in developing Crafton into a culture that celebrates difference. Diversity describes an environment where the talents and differences of all employees are respected and valued for professional and mission success. As an educational institution, we have unique diversity characteristics that must be addressed. Tapping into this broad spectrum of diversity will enable Crafton to reap the full performance potential and competitive advantages that diversity and inclusion offer. Inclusion is a process that cultivates a work environment that connects each employee to the organization; encourages collaboration, flexibility, and fairness; and leverages diversity throughout the organization so that all people are enabled to participate and contribute to their full potential.” (Tina Marie Gimple).



How does this position look at other California Community Colleges?

Sierra College

“Sierra has adopted one of the most comprehensive models I have seen at California Community Colleges” (Leela MadhavaRau, University of Redlands, 2016).

Information below was provided via email by Steven Baisse, the Dean of Student Equity. His office, as mentioned below (and highlighted), is most applicable to our position.

Name of lead diversity position title: The district does not have a centralized approach to this – rather multiple offices that will work on collaboration. We are currently recruiting for a Director of EEO/Title IX/Diversity position under VP of HR.

There is also my office which is coordinating professional development specific to equity/cultural competency for faculty, classified and management.

Division: Student Services and Human Resources – multiple positions

Reports to what position: VPSS/VPI, and VPHR

Office location on campus: Multiple offices as mentioned above

Support staff: As this is a new effort – staffing evaluation is ongoing. For now, release time for a faculty coordinator and 1FTE as Classified Manager

Committee Oversight: HR already has EEO Advisory Committee – new Director Position will oversee this committee

Dean of Student Equity oversees the Student Equity Advisory Committee

Annual budget: Varies by funding source and district priority.



Steven (Estifanos) Baissa, MBA
Pronouns: He/Him/His/They/Them
Dean
Student Equity
916-660-7540
selam@sierracollege.edu
www.sierracollege.edu
5000 Rocklin Road
Rocklin, CA 95677

Other source of research: CCC Registry Job Search “Equity” and “Diversity” on 4/15/16

<https://www.cccregistry.org/jobs/searchForm.aspx>

Job Posting	District/College/City	Job Type	Salary
★ Dean of Student Equity and Support Programs <i>Posted On: March 21, 2016</i> <i>Closing Date: Until Filled</i>	San Mateo County Community College District , San Mateo	Management	\$140,700 to \$178,776
★ Dean of Student Success and Equity <i>Posted On: January 21, 2016</i> <i>Closing Date: Until Filled</i>	Barstow Community College District , BARSTOW	Management	\$86,497 - \$115,755
★ Director of Student Equity <i>Posted On: March 4, 2016</i> <i>Closing Date: April 18, 2016</i>	El Camino College Compton Community Educational Center COMPTON	Management	\$93,345 - \$119,560 annually
★ Director, Equity Programs #15-125 FC <i>Posted On: January 27, 2016</i> <i>Closing Date: Until Filled</i>	Foothill - De Anza Community College District , Los Altos Hills	Management	\$88,867.68 - \$115,768.69 yr
Interdisciplinary Studies Instructor – Diversity & Social Justice, 0150069 (Temp, Part-Time Pool) <i>Posted On: July 23, 2015</i> <i>Closing Date: May 15, 2016</i>	San Francisco Community College District , San Francisco	Faculty	\$83.96 to \$91.64 per hour
Student Equity Program Manager (Categorical/Substitute) <i>Posted On: June 4, 2015</i> <i>Closing Date: Continuous</i>	South Orange County Community College District , MISSION VIEJO	Staff	\$33.78/hour

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Posting #4: Director, Equity Programs (similar to the model being presented for Crafton Hills College)

Position Title: Director, Equity Programs
Campus: Foothill College
Number of Working Months: 12 Months

Starting Salary: \$88,867.68 - \$115,768.69 annually
Employment Duration: Full-Time

Reporting to the college President, The Director of Equity Programs provides college-wide leadership in fulfillment of the Colleges' strategic goals related to the achievement of equitable outcomes for disproportionately impacted student groups. Works with faculty, staff and administrators to plan and administer a range of equity related professional development to provide greater cultural awareness of student needs and best practices for meeting varying learning styles. The Director will

be a key member of the Student Success and Retention Team leading college efforts to integrate academic and student services such as early alert and mentoring in support of the goals articulated in the Student Equity Plan.

NATURE and SCOPE:

The Director will work with faculty, staff and administrators from across the campus to further the college's strategic equity goals which are focused on closing the achievement gap and providing equitable outcomes for all students. The administration, faculty and staff of the college are committed to the college's equity agenda and will be looking for this position to provide both leadership and vision for this effort. In addition the position will coordinate the college's equity agenda among campus constituents as well as with the District and De Anza College, and be responsible for representing the college at state-wide equity meetings. Also, this position will be responsible for the fiscal oversight of categorically funded equity expenditures that are subject to audit and require annual program outcome evaluations.

KEY DUTIES and RESPONSIBILITIES:

The following duties and responsibilities are typical but not limited to the following:

- Provides strategic and visionary support for the Student Equity Workgroup in order to establish a working plan that will guide the implementation of activities supported by approximately one million dollars of funding annually.
- Works with the Professional Development Committee (PDC) to implement a range of equity related learning opportunities for faculty and staff.
- Develops and implements an orientation program that prepares new classified staff to interact with and support Foothill's diverse student body.
- Works with the faculty professional development coordinator to provide training on effective practices for incorporating an equity perspective in the teaching and services that faculty provide.
- Develops, implements, and administers an ongoing student mentoring program, including faculty to student and student to student and student to staff mentors.
- Works closely with other programs on campus (DRC, Veterans Center, etc.) to integrate existing mentoring services with college-wide efforts.
- Serve as a member of the Student Success and Retention Team to integrate mentoring services for students with the Early Alert program.
- Perform administrative responsibilities including fiscal management and resource development (e.g. applying for grants that might sustain college equity efforts).
- Responsible for hiring and training administrative, faculty, and staff mentors and student-peer mentors each quarter.
- Participate in drafting the college professional development plan and professional development program review. Provide appropriate input to other department program reviews and college plans such as Equity, Basic Skills, and the Student Success and Support Program Plan.
- Provide logistical support for professional development events (e.g. room scheduling, coordination with marketing, organizing refreshments, etc.).
- Negotiate fee or stipend for presenters.
- Perform other related duties as assigned.

EMPLOYMENT STANDARDS

Knowledge:

- Knowledge of professional development and mentoring programs.
- Applicable laws and regulations.
- Change management models.
- Knowledge of pedagogical approaches to meet a variety of diverse learning needs.
- Knowledge of methods that promote student self-efficacy and self-regulation techniques • Diverse assessment techniques.

Skills and Abilities:

- Work with the diverse academic, socioeconomic, cultural, linguistic, and ethnic backgrounds, and abilities of students/staff.
- Develop and monitor budgets.

- Approach situations and challenges with flexibility and optimism.
- Coordinate multiple project activities and tasks.
- Ability to review, analyze and extract salient information from abstract materials and prepare targeted presentations using the resultant data.
- Communicate effectively, orally and in writing.
- Compile and analyze data and prepare reports.
- Work independently and to anticipate the needs in advance.
- Formulate plans and goals to direct work under the areas of supervision.
- Strong supervisory skills.
- Strong organizational skills.
- Strong intercultural and interpersonal communication skills: strong relationship management skills.
- Extensive experience managing programs involving complex multi-cultural issues within large organizations.
- Highly independent decision making to respond both to changing and difficult circumstances that may arise in the discussion of equity related issues.

WORKING CONDITIONS:

Environment:

- Typical office environment.
- Subject to travel to conduct work.

Physical Abilities:

(Applicants should perform these physical abilities with or without reasonable accommodations)

- Hearing and speaking to exchange information in person and on the telephone and make presentations.
- Dexterity of hands and fingers to operate a computer keyboard.
- Vision sufficient to read various materials.
- Sitting for extending periods of time.
- Bending at the waist.
- Lifting and carrying objects up to 20 lbs.

MINIMUM QUALIFICATIONS:

- Understanding of, sensitivity to, and respect for the diverse academic, socio-economic, ethnic, religious, and cultural backgrounds, disability, and sexual orientation of community college students, faculty and staff.
- Master's degree.
- Five (5) years related work experience.
- Experience in personnel management and project management.

PREFERRED QUALIFICATIONS:

- Three (3) year's management and supervisory experience, preferably in an educational setting.
- Teaching experience, preferably with diverse populations.
- Experience in budget management.
- Experience supervising, managing, coordinating or leading academic programs.

Posting #1: Dean of Student Equity and Support Programs (similar to the model being presented for Crafton Hills College in fall of 2020)

Position Title: Dean of Student Equity and Support Programs

Location: Skyline College

Department: Student Services SKY (DEPT)

Percentage of Full Time: 100%

Months per Year: 12

Salary: \$140,700 - \$178,776 (annual)

The Dean of Student Equity and Support Programs is responsible to the Vice President of Student Services for administration of the division, which includes, but is not limited to: CalWORKs, Disability Resource Center, EOPS/CARE, Guardian Scholars Program, Student Equity Plan, Spark Point Center, TRiO Student Support Services, and the overall administration of developing, implementing, and evaluating institutional climate and diversity at the College. The Dean will serve as the content expert on developing and evaluating the institutional cultural fluency across the college, including collaborating with the Center for Transformative Teaching and Learning to provide professional development programs for staff, faculty, and administration. The Dean is responsible for; planning, developing, organizing, implementing, budgeting, managing, and evaluating student support programs in the division. In coordination with Student Services Leadership, the Dean conducts student outcomes assessment and accountability, accreditation standards, technology planning and support, and One Stop Services. The Dean will be joining a leadership team that is expected to uphold values of social justice and equity, and be committed to a “Students First” philosophy, and that is held accountable to a set of Leadership Standards of Excellence (<http://www.skylinecollege.edu/aboutskyline/leadershipstandards.php>).

Duties and Responsibilities:

The duties below are representative of the duties of the position and are not intended to cover all of the duties performed. The omission of specific statements of duties does not exclude them from the position if the scope of work is similar, related, or a logical assignment to this position.

1. Provide leadership, management, and development of the College’s institutional initiatives that promote equity and cultural fluency across the college
2. Provide leadership, management, and development for the division’s day, evening, and weekend programs, the division office, and other student support services
3. Plan, implement, conduct, and evaluate competency and needs assessments of students to determine the types of services required
4. Develop, implement, conduct, and evaluate a variety of methods to monitor student progress and provide needed support services for students
5. Direct the development and implementation of Counseling Division curriculum and class schedules for support programs within the division, in collaboration with the Dean of Counseling and Advising
6. Oversee hiring of faculty and classified staff for the division; recommend personnel actions to the Vice President of Student Services; direct and supervise faculty and classified staff and participate in their evaluations
7. Organize, conduct, and collaborate on a variety of services that are culturally relevant (i.e. in/outreach and orientation) to acquaint students with college programs, requirements, activities, services, procedures, and expected standards of performance
8. Provide administrative leadership in a college culture that values consultation and collaboration
9. Collaborate with appropriate student services and instructional staff to provide and enhance academic advising and programming following a student-centered model of education
10. Provide administrative oversight of the Student Equity Plan and participate in research and evaluation to assess the effectiveness of Student Equity Plan
11. In collaboration with appropriate College staff and faculty, ensure course and program articulations are kept current
12. Direct and participate in timely and accurate reporting required by various college, district, federal and state departments

13. Facilitate grant applications for the division; manage new and existing grants
14. Serve as an active member of the College administrative team to address college-wide issues, concerns, and planning, including facilities restructuring and development
15. Organize and lead the annual division planning and budgeting process, including externally-funded initiatives, in concert with College goals; provide leadership for departmental program reviews
16. Advocate for enhanced and innovative technology systems, locally and District-wide, which support the work of the division and are aligned with the goals of Student Services and Instruction in support of the mission, vision and values of the College
17. Work with students, faculty, and staff to constructively resolve problems and conflicts
18. Implement District rules and regulations, California Education Code, Title 5, and collective bargaining agreements as required
19. Provide leadership in staff and faculty development, including regular meetings of counselors/advisors, division meetings and retreats
20. Collaborate with Student Services staff and Vice Presidents in support of continued integration of student services with instructional services in order to strengthen the delivery of academic, career, and employment services
21. Serve on College and District committees, as assigned, and perform other duties as assigned by the Vice President of Student Services

Minimum Qualifications:

- Possession of a Master's degree, preferably in education, counseling, psychology or a closely related field
- One year of formal training or leadership experience reasonably related to the managerial assignment
- Demonstrated successful leadership in developing institutional cultural competence, sensitivity to and understanding of the diverse academic, socioeconomic and ethnic backgrounds of community college students, faculty, and staff

Knowledge, Skills and Abilities:

1. Successful experience as a program developer and facilitator for programs that promote cultural fluency and institutional equity
2. Successful experience as a college counselor, instructor, or supervisor
3. Evidence of knowledge of goals, policies, regulations; and methods related to equity, curriculum, assessment, retention, articulation, transfer, graduation
4. Ability to elicit and coordinate the expressed recommendations from faculty and staff, and ability to advocate effectively the division recommendations and its goals at College and District levels
5. Ability to think innovatively and to recognize, respond to, and encourage faculty and staff innovation
6. Ability to facilitate faculty and staff hiring, training and supervision, including staff development and performance evaluations
7. Demonstrated ability to communicate, both orally and in writing, and problem solve effectively with District and College administrators, faculty, staff, students, and the public
8. Awareness of and commitment to the goals of participatory governance
9. Evidence of organizational skills, including prioritization and delegation with accountability
10. Familiarity with the use and assessment of computer-based technology that support the development and management of the division
11. Skill in the development, implementation, and assessment of program outcomes that lead to student success
12. Knowledge of accreditation standards and their implementation
13. Skill in grant writing and management
14. Skill in working with faculty, staff, and administrators to plan and implement facilities modifications
15. Skill in budget development and management, strategic planning and program development
16. Ability to advocate for enhanced and innovative technology systems, locally and District-wide, which support the work of the division and are aligned with the goals of Student Services and Instruction in

support of the mission, vision and values of the College

17. Commitment to programs that encourage pre-collegiate and adult students to pursue education

18. Commitment to providing career services and internship opportunities that enhance Skyline College students' transition into the 21st century workforce

19. Commitment to programs and policies that aim to provide instruction and support from an equity framework and that is culturally relevant

20. Experience in the development of student service programs through leadership and advocacy

21. Knowledge of and/or experience with federal regulations, Title 5/Education Code, California regulatory agencies, accreditation, and collective bargaining