



HARTNELL COLLEGE

| | |
|---|--|
| Position: Dean of Student Equity and Pathways | Position Number: |
| Department/Site: Office of Institutional Research, Effectiveness and Planning | FLSA: Exempt - Administrative (Educational Administrator) |
| Reports to: Associate Vice President of Institutional Equity, Effectiveness, and Success | Salary Range: III |

DEFINITION

Under the direction of the Associate Vice President of Institutional Equity, Effectiveness, and Success, the Dean of Student Equity and Pathways is responsible for ensuring that areas of oversight afford an inclusive educational environment, focused on equitable outcomes for all students. This position will serve as the dynamic and innovative leader for the District's equity and completion efforts; establish a shared vision for providing systemic access, support, and opportunities to underrepresented and underserved student populations; and promote a culture of inclusion and belonging. To ensure that equity and student completion is fully integrated in the District's transformational redesign efforts under the Guided Pathways framework, this position works in partnership with the vice presidents. The position will also work in close collaboration with other District and community stakeholders and committees to determine and apply measures of success by which to close, and ultimately eliminate, the District's equity gaps.

Hartnell 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 must demonstrate a profound understanding of and experience with successfully supporting individuals with varying backgrounds. This includes former foster youth, first-generation students, persons with disabilities, undocumented scholars, individuals from historically underrepresented communities, various gender identities, sexual orientation, and other groups to ensure the District provides strategies for success and pro-active, student-centered practices and policies committed to eliminating equity gaps.

SUPERVISION RECEIVED AND EXERCISED

Receives administrative direction from the Associate Vice President of Institutional Equity, Effectiveness, and Success. Exercises general direction and supervision over professional, technical, and administrative support staff.

CLASS CHARACTERISTICS

This is a senior management classification that oversees, directs, and participates in all programs, services, and activities of the Office of Institutional Equity, Effectiveness, and Success, including short- and long-term planning and development and administration of office policies, procedures, and services. This classification provides assistance to the Associate Vice President of Institutional Equity, Effectiveness, and Success in a variety of administrative, coordinative, analytical, and liaison capacities. Successful performance of the work requires knowledge of education policy and District functions and activities and the ability to develop, oversee, and implement projects and programs in a variety of areas. Responsibilities include coordinating the activities of the office with those of other District divisions and outside agencies and managing and overseeing the complex and varied functions of the department. The incumbent is accountable for accomplishing planning and operational goals and objectives and for furthering District goals and objectives within general policy guidelines. This class is distinguished from the Associate Vice President (AVP) of Institutional Equity, Effectiveness, and Success in that the latter has overall responsibility for planning, assessment, and continuous improvement activities to support student success, equity, inclusion and belonging through Guided Pathways, directs research and planning to achieve strategic goals and objectives, and ensure an integrated alignment of Diversity, Equity, Inclusion and Belonging (DEIB) across the District. The AVP is responsible for regional accreditation efforts, serves as the regional Accreditation Liaison.

EXAMPLES OF TYPICAL FUNCTIONS (Illustrative Only)

The District reserves the rights to add, modify, change, or rescind the work assignments of different positions and to make reasonable accommodations so that qualified employees can perform the essential functions of the job. Administrators can be assigned to work at any district location or learning site and in some cases can be assigned to multiple locations and learning sites.

- Provide executive leadership in the implementation of the District's *Equity and Student Completion Guided Pathways Strategic Plan*, ensuring an equity-mindset is applied throughout design, implementation, evaluation and assessment processes.
- In support of District wide goals, make recommendations to the District planning process to address equity gaps through the employment of initiatives such as campus climate engagement, culturally responsive teaching and programming, historical trauma and cultural healing work, and the promotion of a campus culture of well-being, belonging, and respect.
- Work collaboratively with the vice presidents and the District community, including Institutional Research and Planning, to facilitate assessment, planning, and evaluation efforts to mitigate identified disparities. Understand current research and apply data to address barriers, including both qualitative and quantitative data, to support systemic initiatives that improve student experiences, access to resources, and goal completion.
- Support the campus community, including District leadership, in developing an understanding of equity and student success goals and initiatives; build support for district-wide efforts to close equity gaps, increase student success, and identify and mitigate organizational biases.
- Supervise assigned Instructional or Student Services departments or programs.
- Identify and create opportunities to capture student voices in planning processes for Guided Pathways and Equity initiatives and implementation.
- Provide leadership to ensure the District provides culturally responsive programming to meet the needs of students.
- Coordinate with the Professional Development Committee to develop and provide equity and inclusion training for faculty, staff and students, with a goal of institutional skills development to successfully support our diverse student populations.
- Formulate and make recommendations to the Superintendent/President's Cabinet regarding improvements to District policies, processes, procedures, and practices pertaining to the District's goals of student completion and elimination of equity gaps.
- Work with vice presidents or others to coordinate and complete various collegiate plans and Chancellor's Office reports.
- Coordinate with vice presidents and the Institutional Research, Planning and Effectiveness Office to track and monitor disaggregated cohorts of entering students to identify loss and momentum points along students' paths through District; highlight variations by course and/or program and facilitate appropriate review and response.
- Devise and monitor systems of evaluation that measure equity and success, report evaluative results regularly to the District community, and employ strategies for continuous improvement.
- In partnership with the vice presidents and others, work with members of the District community to promote grant-writing, development and fundraising activities specifically to enhance efforts in equity, student success, and completion.
- Serve as liaison to develop and maintain effective relationships with key internal and external community stakeholders around issues of equity and inclusion and student completion.
- Engage faculty and staff in collaborative processes to achieve goals related to creating a culture of assessment including inquiry, reflection, and ongoing improvement.
- Serve on workgroups and project teams as either a facilitator, sponsor, or participant to help guide and implement equity and student completion-related initiatives.
- Work with Professional Development and other District entities to provide high profile campus events that promote equity and inclusion, provide institutionalized trainings for faculty and staff to become

champions for the work of student equity and completion, and enhance a diverse and inclusive campus environment.

- Serve as needed as a member of the District negotiations team(s).
- Maintain active membership in relevant professional associates and attend relevant conferences, trainings and institutes to remain current in emerging trends.
- Perform related duties as required.

QUALIFICATIONS

Knowledge of:

- Contemporary diversity, equity, inclusion and multiculturalism concepts and issues.
- Equity data, metrics, and effective use of analytics.
- Guided Pathways principles, practices, challenges, and opportunities.
- Effective equity, inclusion, and student success practices in an educational setting.
- Federal and state regulations pertaining to student equity.
- Effective research methodologies, including needs assessments and methods for determining disproportionate impact.
- Project management techniques and design-thinking frameworks.
- Participatory governance, collaborative decision-making processes, and team management techniques.
- Leadership and management techniques including planning, organizing, assigning, and reviewing work.
- Methods to successfully support individuals with varying backgrounds, which includes persons with disabilities, various gender identities, sexual orientation, individuals from historically underrepresented communities and other groups.
- Historical and systemic inequities and the effects and trauma on underrepresented and underserved populations.
- Basic computer software use (e.g.: Microsoft Outlook, Excel, Word, PowerPoint).

Ability to:

- Research best practices and lead equity and student completion initiatives and programs.
 - Navigate complex and emotionally charged issues with divergent perspectives to result in successful resolution and action.
 - Work collaboratively and build strong relationships with faculty, students, staff, governance entities, and colleagues to ensure broad stakeholder input, engagement and support.
 - Work effectively and collaboratively across a complex organization to identify and mitigate organizational biases.
 - Multi-task in a fast-paced environment.
 - Read, interpret and apply relevant and related laws, regulations, and policies.
 - Exercise initiative and creativity to meet a broad diversity of perspectives and needs.
 - Maintain accurate and adequate records to meet internal/external analysis, audits, planning, and reporting requirements.
 - Prepare oral and written reports and presentations.
 - As appropriate, administer the District's collective bargaining agreements.
 - Apply an equity-minded framework and ensure programs, services and processes are designed and delivered to meet the varying needs of all students.
- Approach all duties of the position with an equity-minded perspective that supports and promotes inclusion and diversity while supporting effective calling in practices.

Education and Experience:

- A master's degree from a college or university accredited by a regional accrediting agency recognized by the United States Department of Education, and
- Three (3) years of administrative leadership experience in institutional assessment, research, planning or related field.

Licenses and Certifications:

- None.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office setting and use standard office equipment, including a computer; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. Standing in and walking between work areas is frequently required. Finger dexterity is needed to access, enter, and retrieve data using a computer keyboard or calculator and to operate standard office equipment. Positions in this classification frequently bend, stoop, kneel, and reach to perform assigned duties, as well as push and pull drawers open and closed to retrieve and file information. Employees must possess the ability to lift, carry, push, and pull materials and objects up to 25 pounds with the use of proper equipment. Reasonable accommodations will be made for individuals on a case-by-case basis.

ENVIRONMENTAL ELEMENTS

Employees work in an office environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees may interact with members of the public or with staff under emotionally stressful conditions while interpreting and enforcing departmental policies and procedures.