

DIRECTOR, EQUITABLE PATHWAYS AND ACHIEVEMENT

GENERAL DESCRIPTION OF CLASS

Under the direction of an administrator, provides strategic leadership in identifying and facilitating institutional change and improvement of an assigned program. The incumbent leads, develops, implements, and evaluates the colleges' Guided Pathways and Achievement initiatives, plans, and programs; collaborates with college divisions and/or departments to ensure an integrated system connects students to available resources and support that fosters academic success. The (title to be determined) oversees the program to ensure compliance with Equitable Placement and Completion in English, math, and other related instructional equity initiatives, requirements, and regulations in accordance with the California State Chancellor's Office and District policies and procedures.

REPRESENTATIVE DUTIES: The duties recorded below are representative of the duties of the class and are not intended to cover all the duties performed by incumbent(s) of any particular position. 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 class. The essential duties of the class are indicated with an asterisk *.

BASIC FUNCTION: The duties of this classification may involve performing the most technical and difficult tasks, requiring specialized or advanced skill in one or more areas of the work assigned. The duties below are not inclusive but characteristic of the type of work associated with the class. Individual positions may do all or some combination of the duties listed below as well as other related duties.

1. Leads, scales, and implements scales the Guided Pathways and Achievement Program design and structure; develops implementation practices to ensure compliance with mandated policies, procedures, and regulations.*
2. Participates in strategic planning to ensure program is in alignment with the District's strategic plan; makes recommendations on program and service improvements.*
3. Provides an equity-minded framework to develop, implement, and evaluate iterative improvements of the student experience.*
4. Develops, maintains, reports, and communicates Guided Pathways and Achievement program plans, goals, objectives, and outcomes; tracks and monitors students receiving program services and resources.*
5. Prepares, generates, and submits required Guided Pathways and Equitable Placement and Completion Program reports to the California State Chancellor's Office in compliance with established guidelines, timelines, and program requirements.*
6. Partners with District administrators, managers, and Counselors to identify students exhibiting academic concerns, missing or inadequate educational objectives, and/or academic probation or dismissal status; ensures the program is aligned and supports underserved and underrepresented students.*
7. Provides leadership and support in various program design initiatives including but not limited to piloting, scaling, and ongoing evaluation of holistic student and learning support initiatives; coordinates and monitors program progress, student retention, and completion of academic and/or career goals; reviews and evaluates effectiveness of the college's retention strategies and processes.*

8. Collaborates with administrators, faculty, staff, and educational partnerships to develop and implement innovative student learning support services with specific educational pathways; ensures program offers current and cutting-edge technology-based programs, equipment, computer software, applications, equipment, hardware, and communication modalities. *
9. Partners with appropriate District faculty and/or management to plan, organize, and arrange various program focused trainings, workshops, and professional development and growth opportunities for faculty and staff; ensures training is in compliance to California State Assembly Bills and/or legislation; creates and provides new-hire orientation, when needed.*
10. Oversees and directs the Student Success Team consisting of assigned faculty and staff; evaluates and reviews team progress against identified program goals and initiatives; provides input and feedback to assigned administrator for faculty progress and evaluation.*
11. Works directly with assigned faculty to review curriculum; identifies current curriculum to determine and execute needed modifications to promote and maximize student success.*
12. Creates, plans, and facilitates outreach activities; serves as the program liaison with other community organizations, agencies, and institutions including but not limited to K-12 partners, four-year educational institutions, industry, and employers that serve, influence, support or align with the specific pathway or program promoting program enrollment and effectiveness.*
13. Manages and oversees program changes related to project scope; identifies and tracks project risks; devises contingency plans to mitigate risk.*
14. Partners with deans, faculty, academic programs, and workgroups track and map the development of the Guided Pathways and Achievement Program.*
15. Oversees annual budget development and administration; reviews and approves budget expenditures and/or budget transfers.*
16. Serves as the Chair of the program Steering Committee consisting of District and college representatives; plans, schedules, and conducts meetings on a regular basis; determines committee goals, objectives, and desired outcomes through District-wide communications; supports and may participate in related subcommittees.*
17. Creates, updates, and maintains program dashboard with identified metric and data points including but not limited to student success, retention, achievement, enrollment, matriculation, and productivity analysis.*
18. Creates and supports safe places for equity conversations related to student data disaggregated by race, income, gender identity, etc. to assist staff and faculty in developing and executing best practices that foster innovation to improve outcomes for marginalized student populations.*
19. Supports and participates in writing and developing the Student Equity Plan; ensures Guided Pathways system design efforts and goals are aligned with the District's equity initiatives.*
20. Serves on website and marketing teams to assist with coherence between program offerings, catalog data, and pathways information.*
21. Researches and participates in identifying grants, partnerships, or other funding opportunities.*
22. Interacts with diverse populations and constituencies in a wide range of situations requiring judgement, tact, and diplomacy. *
23. May serve on a variety of District/college committees as requested.

24. Performs other duties that support the overall objective of the position.

MINIMUM QUALIFICATIONS

EDUCATION/EXPERIENCE:

- Master's degree in education public administration, academic discipline, or related discipline; **AND**
- Four (4) years of increasingly responsible leadership experience directly related to the duties and responsibilities of the position.
- One (1) year of supervisory experience in an educational environment, preferably in higher education.
- Or, any combination of education and experience which would provide the required qualifications for the position.

CERTIFICATES, LICENSES, REGISTRATION, SPECIAL AND/OR OTHER REQUIREMENTS:

- May be required to hold and maintain a valid driver license 'if and when' travel is required in the course of work.
- May be required to travel for various off-site meetings, trainings, conferences, and/or events in support of the overall objective of the position.

DESIRED QUALIFICATIONS:

- Five (5) years of increasingly responsible work experience in program management of educational initiatives.

KNOWLEDGE, SKILLS, AND ABILITIES: (May be acquired through education, training and/or experience.)

Knowledge of:

- District policies, procedures, rules, and regulations related to the area of assignment.
- Laws and ordinances pertaining to the specific responsibilities of the position.
- Current trends used in student success and equity programs.
- Theories and strategies to identify disparities in student success and access to higher education for disproportionate student populations.
- Student programs and services.
- Federal, state, and local regulations pertaining to student equity, basic skills, and student support programs.
- Student programs, operations, and procedures.
- Principles of effective interaction with diverse students, staff, faculty, and administration.
- Research and design methodologies.
- Student learning outcomes.
- Supervisory and managerial concepts and practices.
- Standard statistical procedures related to student trends and projections.
- Qualitative, quantitative, and benchmarking measures related to student equity research.
- California Education Code and Title V as they relate to the area of assignment.
- Federal Educational Rights and Privacy Act.
- Professional development and training opportunities related to equity, diversity, and inclusion.

- Computer software programs and applications for a variety of uses including but not limited to effective database design, data warehousing, report writing, key performance indicators (KPIs), and desktop publishing,
- Strategies of program review, student outcome evaluations, and program KPIs to indicate student and program success factors.
- Proper English language usage; grammar, vocabulary, spelling and punctuation.
- Generate and prepare reports and professional correspondence.
- Well-developed human relations skills to deliver formal presentations and influence program decisions, convey procedural information, exercise patience, and exhibit professional etiquette when dealing with others.
- Special skills in working with students from different cultures and backgrounds.
- Budget preparation, forecasting, and administration.
- Web-based reporting and survey administration.
- Microsoft Suite (Word, Excel, Outlook, and PowerPoint).

Ability to:

- Independently perform the essential responsibilities of the position.
- Implement District policies, procedures, rules and regulations as they relate to the area of assignment.
- Comprehend and stay current with the theories and practices utilized in higher education.
- Envision, develop, and maintain short-and-long-term strategic student initiatives.
- Gather, Analyze, and interpret statistical, legal, and program related information.
- Ascertain student needs.
- Ensure program outcomes are being met.
- Maintain confidentiality of private and/or sensitive information.
- Use computer systems, software programs and applications, hardware, and peripherals to create a variety of documents, correspondence, memoranda, and reports.
- Create, generate, and prepare various reports, proposals, and plans for program presentations to the Board of Trustees, Chancellor's Office, external agencies and organizations, and internal stakeholders.
- Analyze the most effective use of faculty, staff, facilities, and student resources to achieve multicultural and diversity goals.
- Clearly organize, prioritize, and present data and information to a broad audience with varying or limited understanding of the subject matter.
- Exhibit excellent written and verbal communication skills.
- Effectively communicate both verbally and in writing.
- Demonstrate strong administrative and organizational skills while paying close attention to detail.
- Demonstrate strong interpersonal skills, political savvy, and sensitivity to effectively engage members of the District and college community.
- Make required mathematical calculations; verify accuracy of calculations.
- Develop, maintain, and administer a department budget.
- Plan, organize, and prioritize workload to meet scheduled timelines in an ever-changing environment.
- Analyze transactions and identify deviations from applicable policies and procedures.

- Manage, train, and evaluate the work of assigned staff; provide input and feedback related to faculty assignments.
- Provide leadership and direction in order to accomplish the established goals and initiatives of the program and/or department.
- Collaborate with others on projects related to student equity, student needs assessment, and evaluation.
- Communicate professionally in confrontational or difficult situations.
- Demonstrate a sensitivity to and a respect for diverse populations.
- Work effectively with diverse populations.
- Establish and maintain cooperative and effective working relationships with those contacted during the course of work.

RELATIONSHIPS WITH OTHERS:

The incumbents in this class are in daily contact with department, college, District faculty, staff, administrators, students, vendors, and the public, as needed.

SUPERVISION EXERCISED and/or RECEIVED:

The incumbents in this class provide leadership and direction to assigned faculty, staff, student workers, student assistants, and/or short-term, temporary employees.

The incumbents in this class receive general supervision from the assigned manager or other administrative superiors. Supervision is provided regarding interpretation and application of District, college, and/or department policies and procedures, applicable state and/or federal regulations. Work is usually performed independently and reviewed by supervisors as needed to ensure accuracy, completeness and compliance with practices and regulatory standards. Incumbents in this class follow policies and guidelines as outlined by the District, college and/or departmental procedures, policies, and directives.

PHYSICAL AND MENTAL DEMANDS:

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

• **Physical Demands**

While performing the duties of this classification, the incumbent is regularly required to sit, walk, and/or stand, speak or hear, both in person and by telephone. Use hands repetitively to finger, handle, feel or operate standard office equipment; reach with hands and arms; and occasionally lift and carry up to 25 pounds. must frequently sit and/or stand for long periods of time; dexterity of hands and fingers to operate a variety of computer and office equipment, The incumbent may be required to bend at the waist, kneel and/or crouch; move about the college or District site(s). Specific vision abilities required by this job include close vision and the ability to adjust focus and view a variety of computer screens, printed documents, and instructions.

• **Mental Demands**

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret people and situations; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks; use math/mathematical reasoning; perform highly detailed work under changing priorities and deadlines on multiple concurrent tasks; work with frequent interruptions, and interact with District and/or college

faculty, staff, management, administrators, students, educational institutions, and others encountered the course of work.

WORK ENVIRONMENT AND CONDITIONS:

- **Work Environment**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The incumbent works under typical office conditions, and the noise level is usually quiet.

- **Working Conditions**

Work is performed primarily indoors where minimal safety considerations exist. .

Butte Glenn Community College District (BCCD) IS AN EQUAL OPPORTUNITY EMPLOYER:

To accomplish this job successfully, an individual must be able to perform, with or without reasonable accommodation, each essential function satisfactorily. Reasonable accommodations may be made to help enable qualified individuals with disabilities to perform the essential functions.

Butte Community College District is committed to creating a diverse workforce focused on equity, inclusion, and accessibility for all faculty, staff, administrators, managers, and students. The District is dedicated to building an environment that supports our diverse student populations providing opportunities to mentor, encourage, and prepare our students to be successful in the world and expose them to global perspectives. Our District community of professionals is devoted to enriching our students' lives by bringing to light a variety of ways to engage and discover their individual and collective paths through education.

BCCD is committed to the principles of equal employment opportunity. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunities and are not subject to discrimination in any program or activity of the District on the basis of ethnic group identification, race, gender, color, language, accent, citizenship status, ancestry national origin, age, sex, religion, sexual orientation, gender identity, parental status, marital status, veteran status, physical or mental disability or medical condition, or on the basis of these perceived characteristics.