



Cañada College ♦ College of San Mateo ♦ Skyline College

GENERIC POSITION DESCRIPTION

DEAN OF ACADEMIC SUPPORT & LEARNING TECHNOLOGIES

An Administrative Position
Grade AD

A. General Statement

Reporting to the Vice President of Instruction, the Dean of Academic Support & Learning Technologies is responsible for planning, developing, coordinating, and evaluating instructional student support and professional development programs designed to ensure student success. The Dean of Academic Support & Learning Technologies works closely with the Vice President of Instruction, the Vice President of Student Services, faculty, and staff to deliver integrated instructional programs, including the Learning Center and discipline-specific learning support centers, Library, Middle College High School, learning communities, distance education, basic skills programs, professional development initiatives, and other college-wide student success programs. The Dean of Academic Support & Learning Technologies is responsible for improving, expanding and delivering innovative and successful programs which promote student success.

B. Duties & Responsibilities

The duties below are representative of the duties of the classification and are not intended to cover all of the duties performed by the 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 classification.

1. Provide leadership, plan, coordinate, direct, and support the activities of the Learning Center and discipline-specific learning support centers, Library, Middle College High School, learning communities, distance education, basic skills programs, professional development initiatives, and other college-wide student success programs.
2. Provide leadership for and coordinate the development of comprehensive student success plan
3. Work in collaboration with the Office of Research, Planning, and Institutional Effectiveness to set up reporting mechanisms to maximize program efficiency
4. Oversee the execution of evaluation procedures for all faculty and staff in the Academic Support Division
5. Work with faculty and staff to ensure that all academic support programs meet requirements for all college planning and evaluation activities, including but not limited to program review, accreditation, resource allocation, and student learning outcomes and assessment
6. Provide leadership in addressing accreditation standards and college initiatives
7. Participate collaboratively in strategic planning and policy development
8. Plan on both a short- and long-term basis for staffing levels in the academic support division
9. Develop and manage the academic support division budget and direct the development and implementation of selected externally funded initiatives

10. Assist with the development of resource allocations for facilities, equipment, and technologies that sustain academic support programs
11. Provide leadership and coordination for the efficient use of college academic support services facilities and learning technologies and collaborate with district
12. Support and promote external grant opportunities to support student success and faculty development
13. Provide direction and support to help faculty and staff engage in meaningful assessment of student learning outcomes
14. Work with the Vice President of Student Services to encourage integration of appropriate student and instructional services
15. Plan, implement, and evaluate activities to ensure that academic support services are regularly assessed for evidence of student achievement and learning, particularly with regard to student learning outcomes and accreditation standards
16. Promote professional development opportunities for faculty and staff
17. Represent the college to professional organizations, governance entities, community groups, and prospective donors and friends of the college
18. Serve on college and district committees
19. Foster instructional and institutional effectiveness by undertaking other duties as necessary or as delegated by the Vice President of Instruction

C. Requirements

1. Master's or Doctoral degree from an accredited institution
2. One year of formal training, internship, or leadership experience reasonably related to the administrative assignment
3. Experience in budget development and management
4. Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students

D. Desirable Qualifications

1. Teaching experience and a minimum of one year experience as an administrator in a postsecondary instructional or related field

E. Knowledge, Skills & Abilities

1. Knowledge of and/or experience with federal regulations, Title 5/Education Code, California regulatory agencies, accreditation requirements, and collective bargaining practices
2. Knowledge and understanding of learning assistance programs and learning-centered strategies for adult learners
3. Knowledge or familiarity with library and learning center services
4. Knowledge or familiarity with learning technologies and distance education
5. Knowledge or experience with establishing and managing basic skills programs
6. Knowledge or experience with state-wide professional development initiatives and best practices
7. Knowledge or experience with learning communities, Middle or Early College or other student learning programs
8. Knowledge or experience with directing the development of student learning outcomes and their assessments and using the results to improve student learning
9. Ability to improve student success and retention through effective services and programs
10. Ability to foster innovation in instructional programs

11. Ability to provide leadership, direction, and support to academic and classified staff within the assigned programs and services
12. Ability to motivate and encourage others to work constructively and cooperatively to achieve and sustain a student-centered learning environment
13. Skill in providing leadership for appropriate integration of learning technologies and pedagogy into instructional programs and activities, including distance education
14. Skill in effectively managing budgets and coordinating the use of facilities
15. Skill in coordinating the writing, implementation, and reporting of grant applications
16. Ability to communicate effectively with students, staff, faculty, and the public
17. Ability to work effectively as part of a team
18. Skill in effectively managing faculty and staff
19. Skill in interpersonal communication, professional relations, and conflict resolution
20. Ability to promote and adhere to the principles of participatory governance
21. Ability to ensure timely and accurate preparation and submittal of comprehensive reports as required

(12/2/2013)



Cañada College ♦ College of San Mateo ♦ Skyline College

GENERIC POSITION DESCRIPTION

DIRECTOR, DISABLED STUDENTS PROGRAMS & SERVICES

A Classified Supervisory Position (Exempt)
Grade 192E – Salary Schedule 35

A. General Statement

Reporting to the Dean of Counseling or Vice President of Student Services, the Director will provide overall leadership and coordination for, plan, manage and supervise staff, programs, budgets and services of Disabled Students Programs and Services, Psychological Services, Workability III, College Health Services, Assistive Technology, Learning Disabilities, and Adaptive Physical Education. Although it is not a primary responsibility, staffing limitations require the Director to counsel students with disabilities as needed.

B. Duties & Responsibilities

Duties and responsibilities include the following:

1. provide day-to-day coordination of the DSPS program, including the Workability III Program, and related college activities affecting students with disabilities;
2. plan, provide leadership for, organize, and direct the development and review of division curriculum for students with disabilities in conjunction with other administrators and in accordance with district/college policies and procedures;
3. provide information and various resources about programs, courses, and services under the areas of supervision
4. supervise a diverse staff assigned to the programs under the areas of supervision;
5. assess the annual department or program staffing requirements and recommend changes to staffing as required;
6. develop and manage the program budgets, including preparation of federal, state, and local reports;
7. implement, track, and prepare reports for categorically-funded programs;
8. lead and participate in the research, preparation, application for, and follow-up procedures required for grants and other external sources of funding;
9. advocate with the college's faculty and administration on behalf of students w/disabilities;
10. coordinate and utilize existing college resources and instructional programs to facilitate the education of students with disabilities;
11. collaborate with both instructional and counseling faculty and staff and with special programs such as learning communities, CalWORKS, CARE, DSPS, EOPS, MESA, TRiO and other support services in order to maximize student success;
12. coordinate and/or provide in-service training for the college community to promote awareness of the special needs of students with disabilities;
13. participate in outreach activities both on and off campus;
14. when needed, provide supplemental academic, career, and personal counseling for students with disabilities;

15. when needed, provide counseling, orientations, and workshops for students with disabilities and teach courses such as college success and DSPS orientation;
16. when needed, assist students in clarifying their educational goals, developing student educational plans (SEPs), selecting courses, and determining appropriate accommodations;
17. assist students with disabilities in utilizing community resources;
18. provide follow-up services to students on probation and dismissal status;
19. develop, implement, and monitor the DSPS program's student learning outcomes;
20. participate in the accreditation process;
21. participate in shared governance committees;
22. perform other duties as assigned.

C. Requirements

1. Master's degree in rehabilitation counseling **OR** Master's degree in special education with 24 units or more semester units in upper division or graduate level course work in counseling, guidance, student personnel, psychology, or social work **OR** Master's degree in counseling, guidance, student personnel, psychology, career development or social welfare and either 12 or more semester units in upper division or graduate level course work specifically in counseling or rehabilitation of individuals with disabilities or two years of full-time experience, or the equivalent in either counseling or guidance for students with disabilities or counseling and/or guidance in industry, government, public agencies, military or private social welfare organizations in which the responsibilities of the position were predominantly or exclusively for persons with disabilities.
2. Two years of full-time experience or the equivalent within the last four years in one or more of the following fields: (1) instruction or counseling or both in a higher education program for students with disabilities; (2) administration of a program for students with disabilities in an institution of higher education; (3) teaching, counseling or administration in secondary education, working predominantly or exclusively in programs for students with disabilities; or (4) administrative or supervisory experience in industry, government, public agencies, the military, or private social welfare organizations, in which the responsibilities of the position were predominantly or exclusively related to persons with disabilities.
3. Demonstrated cultural competence, sensitivity to and understanding of the diverse academic, socioeconomic and ethnic backgrounds of community college students, faculty, and staff.

D. Desirable Skills & Abilities

1. Knowledge of the procedures required for budget planning, assessment, implementation, reporting and tracking.
2. Demonstrated skill in planning, coordinating, implementing and evaluating a major, comprehensive academic program.
3. Demonstrated skill in oral communication, including public speaking; and in written communication
4. Skill in using a variety of computer software to prepare correspondence, statistical and financial reports and tracking systems, and other materials
5. graduate study in the areas of learning disabilities, development disabilities, deaf and hearing impairments, physical disabilities or assistive computer technology.
6. working knowledge of Title V and other governmental regulations as they apply to students with disabilities
7. experience in supervising a diverse staff, which includes team building and experience with bargaining units
8. experience in writing successful grant applications and in managing and monitoring grants
9. experience teaching courses such as college success and career and personal development

10. knowledge of the matriculation process as it applies to California Community Colleges, as well as other issues affecting higher education in California
11. experience in designing and preparing Student Educational Plans (SEPs) for community college students
12. experience in providing short-term personal and crisis counseling to students from diverse backgrounds
13. ability to develop and maintain student counseling notes in SARS, or similar electronic recordkeeping software, in a timely and effective manner
14. experience with intervention programs that support student success
15. experience developing innovative programs that strengthen the quality of services provided to students with disabilities
16. knowledge of and experience using university articulation agreements and transfer requirements for counseling community college students
17. ability to use computer databases to retrieve student, college, and career information, as well as knowledge of essential computer applications
18. knowledge of and experience making appropriate college and community referrals
19. experience in developing counseling-related workshops and orientation sessions for students with disabilities
20. awareness of assistive technology and alternate media services for students with disabilities



Cañada College ♦ College of San Mateo ♦ Skyline College

GENERIC POSITION DESCRIPTION

VICE PRESIDENT OF INSTRUCTION

An Administrative Position
Grade AB – Salary Schedule 20

A. General Statement

Reporting directly to the College President, the Vice President of Instruction is responsible for planning, developing, coordinating, and evaluating the College's instructional programs. The Vice President of Instruction functions in a senior administrative capacity, working closely with the College President, the Vice President of Student Services, and Deans. The Vice President of Instruction administers the overall coordination, implementation, evaluation, and improvement of the College curricula and its instructional faculty and staff, activities, services, and facilities.

B. Duties & Responsibilities

The duties below are representative of the duties of the classification and are not intended to cover all of the duties performed by the 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 classification.

1. Plan, develop, coordinate, and evaluate the college's instructional offerings to meet student, program, and enrollment needs
2. Coordinate, direct, and support the activities of the instructional deans, directors, and staff
3. Oversee the execution of evaluation procedures for all instructional faculty, staff, and administrators
4. Supervise and assist in the development of on-going institutional publications, including the college catalog, class schedules, faculty handbooks, and state reporting documents
5. Provide leadership in responding to accreditation standards and college initiatives
6. Work collaboratively with the Academic Senate and adhere to academic professional matters and 10+1 policy
7. Develop and negotiate partnerships with corporations, businesses, community agencies, and educational institutions at all levels
8. Participate collaboratively in strategic planning, policy development, and resource allocation
9. Provide leadership to align programs and staffing with community needs and student demographics and demand
10. Plan on both a short- and long-term basis for staffing levels in the instructional area
11. In consultation with instructional deans and directors, develop and manage the instructional budget and direct the development and implementation of selected externally funded initiatives
12. Assist with the development of resource allocations for facilities, equipment, and technologies that support instructional programs

13. Provide leadership and coordination for the efficient use of college instructional facilities and collaborate with district and construction management personnel on facilities projects
14. Support and promote external grant opportunities to enhance institutional effectiveness and student success
15. Provide direction and support to help faculty and staff engage in meaningful assessment of student learning outcomes
16. Collaborate with the Vice President of Student Services to maintain and foster a student-centered model of education
17. Work with the Vice President of Student Services to encourage integration of appropriate student support services and academic instruction
18. Review, monitor, and participate in shaping regional, statewide, and federal issues concerning community colleges and disseminate relevant information as appropriate
19. Provide guidance to and receive advice from the Committee on Instruction
20. Provide proactive and sensitive leadership to ensure that the instructional divisions foster cultural diversity and an atmosphere of inclusivity
21. Assist in developing and enhancing international student programs and success
22. Promote professional development opportunities for faculty and staff
23. Represent the college to professional organizations, governance entities, community groups, and prospective donors and friends of the college
24. Serve on college and district committees
25. Foster instructional and institutional effectiveness by undertaking other duties as necessary or as delegated by the College President

C. Requirements

1. Master's or Doctoral degree from an accredited institution
2. Teaching experience and a minimum of one year experience as an administrator in a postsecondary instructional or related field
3. Experience in budget development and management
4. Previous administrative responsibilities for curriculum development, personnel selection, and evaluation
5. Knowledge of and/or experience with federal regulations, Title 5/Education Code, California regulatory agencies, accreditation requirements, and collective bargaining practices
6. Demonstrated cultural competence, sensitivity to and understanding of the diverse academic, socioeconomic and ethnic backgrounds, as well as sexual orientation and abilities of community college students, faculty and staff

D. Knowledge, Skills & Abilities

1. Ability to function as an effective leader in the administration of a comprehensive community college instructional program
2. Ability to work collaboratively with college constituencies on programs which fulfill the mission of the college, including transfer preparation, career and technical education, basic skills, and other initiatives
3. Ability to foster innovation in instructional programs
4. Ability to motivate and encourage others to work constructively and cooperatively to achieve and sustain a student-centered learning environment
5. Skill in providing leadership for appropriate integration of information technology into instructional programs and activities, including distance education
6. Skill in effectively managing budgets and coordinating the use of facilities
7. Skill in coordinating the writing, implementation, and reporting of grant applications
8. Ability to communicate effectively with students, staff, and the public

9. Ability to work effectively as part of a team
10. Skill in effectively managing instructional deans, directors, and staff
11. Skill in interpersonal communication, professional relations, and conflict resolution
12. Ability to promote and adhere to the principles of participatory governance
13. Knowledge and support of international student programs

(9/2013)