

ASSOCIATE DEAN, INSTRUCTION

DEFINITION

Under the direction of the Vice President of Instruction and the Associate Vice President of Instruction, the Associate Dean of Instruction, working in partnership with the Associate Dean, Student Services, has responsibility to assist and direct the coordination, development, interpretation, implementation of specific programs and assessment of policies and procedures related to particularly assigned or defined operations and support functions of the Student Equity Plan and Learning Communities programs. The Associate Dean, working in direct partnership with the Associate Dean, Student Services, coordinates and serves as the Instructional liaison with other District departments, (i.e. Counseling, Institutional Research, Information Technology, Student Services and Instructional programs) in the effective delivery of instruction-related student success and support services to ensure that the District fulfills its responsibility in Student Equity and Student Success mandates and maximizes potential Student Equity funding available from the State. The Associate Dean will work with all groups across the campus to implement strategies to address disproportionality in educational success, especially for under-served students. The Associate Dean will coordinate college-wide Work Place Learning efforts (in conjunction with division deans or associate deans) and Basic Skills programs (in partnership with deans or associate deans from Humanities, Math, and ESL). In addition, the Associate Dean will also assist the Associate Vice President of Instruction with credit and non-credit instructional programs and services, Educational Master Plan, enrollment management strategies, program development, curriculum review and a variety of administrative, management, analytical, and liaison capacities. The Associate Dean will participate in division-wide educational planning, program development, curriculum development and approval processes, and project completion in alignment with the mission, goals, and objectives of the College and the Instructional unit. The Associate Dean supports campus-wide efforts to develop and implement programs and services that foster students' academic success.

SUPERVISION RECEIVED AND EXERCISED

Receives administrative direction from the Associate Vice President of Instruction. Exercises general direction and supervision over faculty, professional, technical, and administrative support staff.

CLASS CHARACTERISTICS

This is an Associate Dean classification that assists in overseeing, controlling, and directing all activities of the Instruction Department, including short- and long-term planning and development and administration of departmental policies, procedures, and programs. This class provides assistance to the Associate Vice President of Instruction 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 department with those of other divisions and departments and assisting in managing and overseeing the complex and varied functions of the department. This class is distinguished from the Associate Vice President of Instruction in that the latter has overall management responsibility for all department academic programs, functions, and activities, for accomplishing departmental planning and operational goals and objectives, and for furthering District goals and objectives within general policy guidelines.

EXAMPLES OF ESSENTIAL FUNCTIONS (Illustrative Only)

- Works collaboratively to provide coordination of student success efforts for the District to ensure compliance with the Student Equity and Student Success and Support Programs (SSSP) state mandates.
- Works collaboratively with Student Services in the coordination, development, implementation and assessment of Learning Communities (LC) efforts and programs, including the development, implementation, assessment and regular review of all related program plans.\
- Assists in the alignment of the District's Student Equity, Student Success and Support Programs, and Educational Master Plans.
- In partnership with the Associate Dean of Student Services, initiates programs, training sessions, and discussions to foster awareness of, and commitment to, institutional equity and diversity goals among students, faculty, and staff.
- Provides training, support, coaching, recognition and ongoing feedback, and evaluates performance of assigned faculty, staff, and managers.
- Coordinates with the Office of Institutional Effectiveness, Research and Planning and other appropriate groups to meaningfully set metrics and collect, analyze, recommend, and disseminate institutional qualitative and quantitative data to measure the progress of Student Equity, and student learning-focused efforts, including learning communities initiatives and programs.
- Meets regularly with the Vice Presidents of Instruction and Student Services and President's Cabinet to ensure that Student Equity and Student Success-related issues are an integral aspect of all institutional initiatives and strategic planning; reports on the summative and cumulative progress of all established efforts and initiatives, and advises and engages the Cabinet in strategies to meet goals and address issues.
- Provides leadership, in concert with the appropriate student services administrative personnel, faculty and staff, for the integration of student services with instruction that supports student success as incorporated in the Student Equity and SSSP Plans.
- In partnership with the Associate Dean, Student Services, coordinates the supervision and integration of LC initiatives campus-wide.
- Organizes instructional support and learning centers and develops a consistent model for support service delivery in consultation with administration, faculty, and staff. Participates in budgeting, planning, coordinating, and evaluating academic support programs.
- Provides leadership and coordination for development, implementation, and assessment of Work-place Learning efforts across divisions, working in collaboration with deans, associate deans, faculty, and staff.
- Provides leadership and coordination for college-wide efforts under the Basic Skills Initiative; attends Basic Skills Committee meetings; prepared mandated reports; studies and reports out impact of program planning on basic skills apportionment.
- Supports faculty in the development, revision, and approval of curriculum, ensures timely submission of curricular and program proposals and works collaboratively with other administrators and faculty in support of LC's.
- Works collaboratively with Student Services to assess and implement best practices related to assigned areas, acts as a liaison between the Counseling Division and other instructional areas related to LC's, and participates in district enrollment management strategies.
- Fosters an instructional culture that relies on data-driven decision-making in the development and ongoing improvement of student success measures.
- Establishes and maintains partnerships in support of Instructional activities, coordinating programs and services with outside agencies, businesses, and community organizations as well as other departments across the College community.
- Maintains current knowledge of educational trends, innovations, and practices related to Instructional Services; recommends modifications necessary in programs, instructional activities, policies and procedures to meet State and federal requirements.

- Communicates with managers, directors, faculty and staff within the Instruction Team to facilitate the effective exchange of information, to encourage broad based and collaborative planning, and to resolve issues or concerns.
- Provides technical information and assistance to the Associate Vice President of Instruction regarding the operations, issues and needs of instructional programs, activities, services and projects with the Instruction unit.
- In collaboration and coordination with the Associate Dean, Student Services, prepares and maintains a variety of records, reports, and files related to programs, services personnel, students, courses, budgets (development of preliminary and final), monitors on-going financial activity, and assures that mandated reports are submitted appropriately according to established timelines.
- Organizes and prioritizes a variety of projects and multiple tasks in an effective and timely manner, organizes own work, sets priorities, and meets critical deadlines.
- Reviews situations accurately and determines appropriate course of action using judgment according to established policies and procedures.
- Establishes, maintains, and fosters positive and effective working relationships with those contacted in the course of work.
- Prepares clear and concise reports, correspondence, policies, procedures, and other written materials.
- Attends and conducts various meetings as assigned.
- Operates a variety of office equipment including a computer and assigned software and oversee the development and modification of computer systems as requires.
- Performs other duties as assigned.

QUALIFICATIONS

Knowledge of:

- California Community College Student Equity, Student Success Act, and Student Success and Support Program guidelines and regulations.
- Applicable Federal, State, and local laws, regulatory codes, ordinances, and procedures relevant to assigned programs, projects and operations of the Instructional Services unit.
- Best practices in addressing educational disparities among various student groups, especially instructional interventions based on the specific orientation and backgrounds of a diverse group of students.
- Principles and practices of effective administration, supervision, evaluation and training.
- Principles and procedures for the development and implementation of program review, curriculum standards and instructional programs, services, plans, strategies, processes, systems, projects, courses, goals and objectives.
- College, state, and federal standards and requirements governing instructional programs that includes but is not limited to the District's Student Equity, SSSP, Basic Skills, and Educational Master Plans.
- Principles and procedures of record keeping, technical report writing, and preparation of reports, correspondence and presentations.
- Effective communication, mentoring, coaching and conflict resolution strategies.
- Principles of budget preparation and control.
- Operations of educational systems, including K-12 and 4-year universities.

Skills & Abilities to:

- Plan and coordinate complex and interrelated programs, services, projects, and activities, most specifically between instruction and student services.

- Work cooperatively with administrators, faculty, students and staff across the campus to facilitate institution-wide planning in accordance with the mission, goals, and objectives of the College.
- Demonstrate independent judgment and initiative; ability to exercise leadership and engage others to advance Equity and SSSP issues; work both independently and as part of a team; manage multiple projects and meet deadlines.
- Work with all internal and external constituencies of a college community, including students and faculty, and the ability to establish and maintain collaborative and productive relationships.
- Demonstrate excellent interpersonal, listening, oral, written and presentation skills, and the ability to articulate the importance of Equity, diversity and SSSP goals to various campus constituencies.
- Interpret, apply, and explain laws and regulations governing educational programs and service.
- Manage and instruct various staff in order to accomplish the established goals of the Instructional Service unit.
- Operate a computer and assigned office equipment.

Minimum Qualifications/Education and Experience:

Any combination of training and experience which would provide the required knowledge, skills, and abilities is qualifying. A typical way to obtain the required qualifications would be:

- Master's degree or equivalent from a regionally accredited college or university with major course work in any academic discipline taught at the community college.
- Three (3) years of documented leadership experience with instructional services or reasonable related programs.

Desirable Qualifications:

- Three (3) years of extensive and progressively responsible experience in the development and administration of educational programs and services or reasonably related field in a community college.
- Direct oversight and supervision of an instructional division, department, program, or service.
- Five (5) years as an instructor at the college level.
- Evidence of experience in the areas of leadership, organization, planning, development, staffing, budget management, evaluation, report writing, and supervision reasonably related to the administrative assignment.
- Demonstrated ability to work effectively and cooperatively with diverse constituencies within a participatory governance environment.
- Experience in writing reports for federal and other specially funded projects.
- General understanding of various facets of information technology and knowledge of management support systems and Student Learning Outcomes design, development, implementation and assessment

- Demonstrated support for faculty and staff professional development.
- Understanding of and sensitivity to meeting the needs of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of the student, community and employee populations.

Licenses and Certifications:

- Possession of, or ability to obtain, a valid California Driver's License by time of appointment.

PHYSICAL DEMANDS

Must possess mobility to work in a standard office and classroom setting and use standard office equipment, including a computer; to operate a motor vehicle and to visit various District and meeting sites; vision to read printed materials and a computer screen; and hearing and speech to communicate in person and over the telephone. This is primarily a sedentary office classification although standing and walking between work areas may be 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 occasionally bend, stoop, kneel, reach, 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 20 pounds.

ENVIRONMENTAL ELEMENTS

Employees work in an office and classroom environment with moderate noise levels, controlled temperature conditions, and no direct exposure to hazardous physical substances. Employees may interact with staff, students, and/or the public in interpreting and enforcing departmental policies and procedures.