

Job Description

JOB TITLE: Executive Dean, Student Success - Instruction

PAY GRADE: In accordance with the Educational Administrator Salary Schedule

LAST REVISED: June 2017

SUMMARY DESCRIPTION

In partnership with the Executive Dean, Student Success–Student Services, this critical position provides executive leadership for the college’s Reengineering Sierra for Student Success (R4S) efforts to restructure the college from a traditional and complex self-service model to one that is easily understood and successfully navigated by students, as measured by increases in students’ success and completion rates.

The position provides leadership for all phases necessary to fully institutionalize the R4S effort and beyond: co-lead the on-going, holistic and comprehensive examination of all college processes, procedures, and practices pertaining to and affecting student enrollment, retention, and completion; redesign practices and policies to facilitate students’ progression from connection, enrollment and progress to completion; guide the college to deliver programs and services through clear and coherent pathways, each leading to careers and living wage employment; customize guided pathways innovations and hardwire best practices through technology and services; help to ensure alignments are solidified between educational segments to facilitate student transitions into, through, and out of the college in a timely manner; and lead implementation of technology solutions to create the schedule, monitor student progress and provide timely interventions.

The positions of Executive Dean, Student Success–Instruction and Executive Dean, Student Success–Student Services are both focused on institutionalizing R4S principles and share similar duties and objectives; this position focuses on programs, processes, and responsibilities that fall under the Office of Instruction. The position reports to Vice President of Instruction and Vice President of Student Services.

ESSENTIAL RESPONSIBILITIES:

In close coordination with the Executive Dean, Student Success–Student Services:

1. Provide executive leadership to oversee and coordinate R4S related activities;
2. Support the Board of Trustees, President and college leadership to maintain broad understanding of issues and secure institutional commitment to R4S goals and initiatives, broadening understanding of, support for and participation in the R4S effort district-wide;
3. Engage critical masses of faculty and staff in collaborative processes to achieve goals related to inquiry, reflection, implementation and ongoing improvement;
4. Identify, form, and facilitate cross-disciplinary workgroups to help guide and implement R4S related initiatives;
5. Formulate and make recommendations to the college’s executive cabinet (Superintendent/President, Vice President of Instruction, Vice President of Student Services, Vice President of Administrative Services and Vice President of Human Resources) and Chief Technology Officer regarding improvements to college processes, procedures, and practices pertaining to scheduling, enrollment, retention, and completion;
6. Collaborate with vice presidents and other administrators as appropriate on workgroup logistics, monitor activities and make changes as appropriate, maintain extensive collaboration and communications through the college’s governance structure on all related activities;
7. Serve on various campus committees and work groups (i.e., Accreditation Steering

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- Committee, Strong Workforce Initiative, Facilities Master Planning, Educational Effectiveness Committee) to ensure R4S principles and efforts are represented throughout district;
8. Work with feeder high school districts to develop seamless pathways between high school and district instructional programs;
 9. Work with Instruction and Student Services faculty, staff, programs, and committees to break down silos and ensure that student success initiatives remain coordinated and integrated across all areas;
 10. Monitor development of R4S related activities and report on progress and success metrics to Executive leadership and other campus constituencies;
 11. Supervise related programs as directed (i.e., Dual Enrollment);
 12. Institutionalize program maps to provide for exploratory majors or interest areas as well as specific major programs embedded within them;
 13. Coordinate with the Research and Planning Office to track cohorts of entering students and locate loss and momentum points along students' paths through college; highlight variations by course and/or program and facilitate appropriate institutional review and response;
 14. Develop strong pathways for seamless articulation with major transfer destinations;
 15. Coordinate, implement, and maintain a class schedule that is responsive to student needs and that leverages and maximizes institutional resources in collaboration with the VPI, VPSS, Executive Dean - Student Services, instructional and center deans, faculty and staff;
 16. Ensure institutional processes regarding schedule development (i.e.: curriculum and academic map review, catalog) are appropriately sequenced to ensure students are assisted with timely and relevant information;
 17. Collaborate with Office of Professional Development to provide professional development opportunities for teaching and learning in support of R4S efforts;
 18. Develop, monitor and respond to accountability metrics to ensure institutional student success and completion goals are achieved and maintained;
 19. Assist in securing funding opportunities through grants and other revenue streams;
 20. Serve as needed as a member of the District negotiations team(s);
 21. Serve on related external community, non-profit, or educational committees or projects as needed;
 22. Engage and collaborate extensively with stakeholders;
 23. Develop and maintain program outcome data dashboards showing time-to-degree metrics to identify achievement gaps and to inform acceleration and curricular redesign;
 24. Coordinate with various District organizational units regarding administrative and accounting/fiscal details required for Federally and State-supported projects;
 25. Maintain active membership in relevant professional associations and attend relevant conferences, trainings and institutes to remain current in emerging trends;
 26. Perform related duties as required.

QUALIFICATIONS - *The following generally describes the knowledge and ability required to enter the job and/or be learned within a short period in order to successfully perform the assigned duties.*

Knowledge of:

- Guided Pathways tenets, challenges and opportunities (as defined by the American Association of Community Colleges)
- Current issues, challenges and interdependencies facing community colleges in a changing society

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- Instruction operations, principles, practices, challenges and opportunities
- Change management principals, techniques and applications
- Technology applications as they relate to and interface with Student Information Systems and specific applications commonly implemented in instructional programs (i.e. scheduling software)
- Design-thinking frameworks
- Project management techniques
- Shared governance, collaborative decision- making processes, and team management techniques
- Collective bargaining and personnel management practices, procedures and techniques
- Laws, regulations, and legislation relevant to community colleges
- Instructional faculty hiring, supervision, training and loading
- Principles of supervision, training, and performance evaluation
- Methods and techniques of public relations
- Principles and practices of budget preparation and administration, financial record keeping and reporting
- Pertinent federal, state, and local laws, codes, and regulations

Ability to:

- Provide visionary and change management leadership
- Lead transformational change in culture and operations designs and sustains seamless pathways that are easy for students to navigate with little assistance
- Promote, design, and implement integrated, comprehensive solutions involving a diverse body of stakeholders
- Bridge gap between instruction and student services
- Foster a culture of innovation
- Conduct ongoing research and evaluation of best practices
- Engage faculty and staff in a highly collaborative and deliberative environment
- Facilitate difficult conversations to effect student-centric change
- Build, inspire and guide committed work teams of faculty, managers, staff and students
- Build momentum and enthusiastic support for the mission to improve students' success
- Design and implement innovations that can be scaled to serve all students
- Analyze and assess institutional programs, policies, and operational needs and make systemic recommendations for improvements
- Identify and respond to sensitive organizational issues, concerns, and needs
- Plan, organize, direct, and coordinate the work of assigned staff
- Analyze problems, identify alternative solutions, project consequences of proposed actions, and implement recommendations in support of goals
- Prepare and administer large and complex budgets and reports
- Effectively engage both internal and external stakeholders
- Respond tactfully, clearly, and appropriately to inquiries from the public, press, or other agencies on sensitive issues in area of responsibility
- Adhere to critical deadlines while working with frequent interruptions
- Communicate effectively, both orally and in writing
- Establish and maintain effective working relationships

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Education and Experience Guidelines - Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

Education/Training:

Minimum: A Master's degree from an accredited college or university with major coursework in any related field.

Experience:

Minimum: At least one (1) year of experience related to the duties of the position in order to meet the California Education Code requirements for an Educational Administrator.

Preferred:

- Experience as a Community College instructional faculty; and
- Five or more years of increasingly higher responsibility as an educational administrator in a community college environment; and
- one or more years of direct experience implementing Guided Pathways as defined by the American Association of Community Colleges (AACC Guided Pathways)

License or Certificate:

Possession of, or ability to obtain, an appropriate, valid driver's license.

This position serves as a member of the District management team but is not a member of the Sierra College Management Association (SCMA).

PHYSICAL DEMANDS AND WORKING ENVIRONMENT - The conditions herein are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential job functions.

Environment: Work is performed primarily in a standard office setting

Physical: Primary functions require sufficient physical ability and mobility to work in an office setting; to stand or sit for prolonged periods of time; to occasionally walk, stoop, bend, kneel, crouch, reach, and twist; to lift, carry, push, and/or pull light to moderate amounts of weight; to operate office equipment requiring repetitive hand movement and fine coordination including use of a computer keyboard; and to verbally communicate to exchange information.

Vision: See in the normal visual range with or without correction; vision sufficient to read computer screens and printed documents; and to operate assigned equipment.

Hearing: Hear in the normal audio range with or without correction.