

DEAN OF INSTRUCTION: SCHOOL OF HEALTH PROFESSIONS**DEFINITION**

Instructional Deans lead Schools that bring together MJC's discipline programs for similarity in curricular, transfer, and career goals. The Schools provide cohort support services through Success Networks that serve students in their general areas, assisting from the incoming undecided student to the declared major to succeed, persist, and complete. Instructional deans encourage success by creating a culture where students and employees can belong, learn, and thrive in and out of the classroom.

SUPERVISION RECEIVED AND EXERCISED

Under direction of the Vice President of Instruction, plans, directs, manages and oversees the administrative activities and operations of the assigned School; supervises classified and certificated personnel assigned to the School; oversees the preparation and conduct of academic programs (day and evening), academic curricular and co-curricular activities of the faculty, and all pertinent administrative and personnel actions; guides and participates in equity-based curriculum planning and evaluation, course and program promotion, and evaluates requirements for instructional staff, facilities, supplies and equipment; makes recommendations to the Vice President about standards, policies, and procedures applicable to instructional services and performs other duties, as assigned.

ESSENTIAL DUTIES

- Leadership & Operations
 - Plan, direct, manage and oversee the administrative activities and operations of the School.
 - Supervise and evaluate faculty and staff within the School, including but not limited to supervising workload, providing in-service training and professional development, fostering an equitable and inclusive culture, resolving conflicts.
 - Call and preside over regularly scheduled School meetings and special meetings as needed; serve on regular and special committees as assigned by an executive team member.
 - Provide leadership in facilities planning, development, maintenance and management.
 - Participate in local, regional, and/or state professional leadership organizations.
 - Participate in Deans' Cabinet; serve on committees within and outside the district.
 - Set School priorities, long-term and short-term goals
- Enrollment Management, Scheduling, and Budget
 - Plan and develop teaching schedules and coordinate room assignments; supervise curricular and co-curricular programs in the day, evening, and summer and utilize a variety of modalities in support of the goals of the enrollment management plan
 - Support the goals of Dual Enrollment and other enrollment-related initiatives
 - Develop the School's budgets; plan and maintain budgetary control within the funds allocated directly for the School; collaborate in fund-raising and grant-writing activities.
 - Plan, organize, and implement strategies to meet enrollment goals.
- Student Success, Completion, and Equity
 - Develop and facilitate diverse and equitable staffing for programs, including the recruiting, hiring, supervision, and evaluation of all certificated and classified staff; oversee the evaluation of all certificated and classified staff in accordance with the contracts between the district and employee groups; chair all search committees.
 - Assist in the planning and implementation of equity goals for the School.

- Support excellence in teaching and innovative pedagogy.
- Work with success network to promote retention, success, and belonging.
- Coordinate School activities and initiatives that help students feel connected, engaged, valued, directed, nurtured, and focused.
- Curriculum and Program Development
 - Compile and report information related to the School's programs, including the Administrative Program Review, the Educational Master Plan, Accreditation, and special projects.
 - Coordinate with faculty to design, implement, and maintain clear program pathways within the School to maximize student retention and completion.
 - Develop and administer grants when needed to support instruction and activities of the School.
 - Provide effective leadership for program development and improvement; represent School concerns and needs to the assigned Vice President.
- Community Outreach
 - Work with community and industry groups, advisory committees, and/or K-12 partners to promote a positive image and community support of the college in the assigned School; serve as liaison between the college and the community; identify community education needs and communicate those needs to the Vice President or other appropriate party.
 - Work with citizens advisory committees to maintain links between college programs and employer and industry groups, as needed.
- Perform other duties as assigned

TYPICAL WORKING CONDITIONS

- Work is generally performed in a standard office environment on a campus with a culturally and ethnically diverse student population
- Work will require evening and weekend hours

MINIMUM QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The Education/Experience, Knowledge and Ability requirements are representative of essential duties.

Education and Experience:

- **Education:** Possession of a Masters' degree from an accredited college or university related to the administrative assignment.
- **Experience:** One year of formal training, internship, or college leadership experience reasonably related to the administrative assignment. AND three years of teaching or administrative experience, preferably at the community college level.

Knowledge of:

- Principles of current issues involving community, economic development, curriculum development and instructional technology related to academic disciplines in the School
- The diverse academic, socioeconomic, cultural and ethnic backgrounds of community college students and practices that promote equity and success
- Diversity, equity, and inclusion principles and strategies

- Principles of current issues involving curriculum and instruction; all college services and programs; state and federal laws
- Codes and regulations affecting instruction and instructional programs
- Principles and techniques used in the administration of equitable and strategic budget and planning practices

Ability to:

- Work with an equity-minded framework that is highly committed to student success
- Learn, use, and implement new technologies as tools for learning, teaching, administering and generally improving the work area or scope of work
- Communicate effectively with diverse constituencies, within and outside the District
- Possess strong interpersonal communication skills, ability to motivate students and staff; deal with issues related to instruction and needs of students and staff
- Plan, organize, direct, administer, review, and evaluate assigned programs and services
- Exercise sound judgment in the performance of duties
- High degree of professionalism and integrity
- Ability to understand, motivate and deal with issues related to instruction and the needs of students and staff
- Demonstrated commitment to community and campus activities

Licenses and Certificates:

- Possession of valid California Motor Vehicle Operator's License may be required

Physical and Mental Standards*

- **Mobility:** ability to sit for long periods, move about an office, stand occasionally, reach above and below desk level.
- **Dexterity:** fine manipulation sufficient to operate a keyboard, handle individual papers, write and take notes.
- **Lifting:** occasional lifting of papers, files, equipment and material weighing up to 25 pounds.
- **Visual Requirements:** close vision sufficient to read files, documents, and computer screens and do close-up work; ability to adjust focus frequently.
- **Hearing/Talking:** ability to hear normal speech, speak and hear on the telephone, and speak in person, and exhibit culturally relevant communications.
- **Emotional/Psychological Factors:** ability to work with empathy and creativity; make data-informed, equity-minded decisions and concentrate; navigate frequent contact with others from multi-cultural backgrounds; represent the college in public; anticipate and meet frequent deadlines and time-limited assignments.

**Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions of the position.*

Class Adopted: 03/01/09

Class Amended: 2/26/24