

Interim District Dean of Workforce and Adult Education  
(One-Year Temporary, Academic Administrator) District  
Office

State Center Community College District

Direct Link: <https://www.AcademicKeys.com/r?job=238070>

Downloaded On: Jun. 30, 2024 10:16am

Posted Jun. 24, 2024, set to expire Jul. 1, 2024

**Job Title** Interim District Dean of Workforce and Adult  
Education (One-Year Temporary, Academic  
Administrator) District Office

**Department**

**Institution** State Center Community College District  
Fresno, California

**Date Posted** Jun. 24, 2024

**Application Deadline** 07/01/2024

**Position Start Date** Available immediately

**Job Categories** Associate/Assistant Dean

**Academic Field(s)** Vocational/Technical  
Administration - Academic Unit

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**Job Description**

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**Interim District Dean of Workforce and Adult Education (One-Year Temporary, Academic  
Administrator) District Office**

**State Center Community College District**

**Closing Date:** 7/1/2024 at 11:55 PM

**Campus Location:**



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District Office

**Start Date:** 06/21/2024

**Essential Functions:**

**General Purpose**

Under general direction of the Vice Chancellor, Educational Services & Institutional Effectiveness, plans, organizes, directs and integrates operations of Districtwide Workforce and Adult Education programs and initiatives including career technical and basic adult education; provides regional leadership and collaborates with regional partners to support programs and activities of the Adult Basic Education Consortium, Career Technical Education Consortium, Central/Mother Lode Regional Consortium, and Guided Path-ways; manages and coordinates the development of grant applications required for multiple federal and state funding sources, the allocation and administration of funding and the preparation and consolidation of all grant reporting; and performs related duties as assigned.

**Distinguishing Characteristics** District Dean, Workforce & Adult Education is distinguished from other deans at the District and college level by the incumbent's responsibility for leading and coordinating Workforce and Adult Education programs and initiatives on Districtwide and regional bases. The incumbent is responsible for the effective delivery of relevant workforce preparation, economic development and training programs throughout the State Center Community College District (SCCCD) service region in accordance with performance requirements established by various funding agencies.

**Essential Duties & Responsibilities**

The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to this position.

1. Plans, organizes, directs, controls, integrates and evaluates work of the District's workforce development and adult education programs and initiatives; with District and college directors, managers and staff, develops, implements and monitors work plans to achieve goals and objectives; contributes to development of and monitors performance against the annual department budget; manages and directs development, implementation and evaluation of plans, work processes, systems and procedures to achieve annual goals, objectives and work standards.
2. Directs and manages the performance of assigned employees; directs and oversees the selection of employees; establishes performance requirements and personal development targets for direct reports; regularly monitors performance and provides coaching for performance improvement and

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development including timely performance evaluations, hears and acts on employee grievances; subject to concurrence by senior management and Human Resources, approves or takes disciplinary action, up to and including termination, to address performance deficiencies, in accordance with Personnel Commission Rules, Board policies, Administrative Regulations, Human Resources procedures and collective bargaining agreements.

3. Provides day-to-day leadership and works with employees to ensure a high-performance, service-oriented work environment that supports achievement of the department's and District's mission, objectives and values; promotes workplace diversity, inclusion, cultural competency and a positive work environment.
4. Provides support to reporting managers and/or administrators regarding disciplinary actions and grievances; approves related decisions.
5. With members of senior management, participates in the development and implementation of District strategic plans, goals and objectives; leads and directs department employees in the development and application of new methodologies, technologies and business process improvements to achieve higher efficiency, productivity and customer service in department work processes.
6. With program leadership and District/college deans, directors and faculty, directs, manages and leads District and regional collaborations to formulate and initiate workforce development and adult education curricula and initiatives to meet regional and community needs for technical education and training for adult learners; ensures alignment of curriculum and articulation and the inclusion of integrated and contextualized learning models for adult learners; ensures programs provide career paths for industries and sectors with high employment opportunities.
7. Works with deans, directors, faculty and consortia partners to identify gaps or overlapping services for adult learners and to develop strategies to efficiently provide resources and services; coordinates program development and curricular changes to keep program offerings competitive and consistent with best practice; works with other District and college departments regarding processes and procedures to provide admissions, financial aid and other matriculation activities specifically for adult learners.
8. Leads, directs and evaluates the effectiveness of Districtwide apprenticeship programs, continuing and contract education and the Center for International Trade Development; leads the ongoing development and integration of internship and work experience processes.

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9. Directs and manages planning and development of funding applications and budgets for multiple sources of federal and state funding, including California Adult Education Program (CAEP), Strong Workforce, Perkins V and Career and Technical Education (CTE) Transitions funding; oversees the collection and analysis of planning data, attends planning sessions, participates on planning committees and works with Consortia Chairs on development of projects and grant coordination; ensures District, state and federal guidelines are met; oversees the aggregation, analysis and reporting of data extracted from internal relational and external databases; monitors grants to ensure spending targets are met and ensures fiscal operations comply with the State Chancellor's Office and funding source requirements; directs and manages the development and submission of reports, recommendations and plans.

10. Collaborates with a variety of consortia and community partners including Joint Apprenticeship and Training Committees, Economic Development Corporations, K-12 partners and similar agencies and groups serving the region; ensures accuracy and timely submission of mandated federal, state and county reporting; works with such agencies as the County Office of Education, Workforce Improvement Boards and Regional Occupation Programs to support outreach to high school students and adult learners and promote enrollment in programs at the District's education centers and colleges.

11. Acts as the District liaison and fiscal agent for CAEP funds; ensures accuracy of invoices and program allocations.

12. Recommends, develops, implements, and revises policies, procedures and operational guidelines to improve and/or clarify processes.

13. Interprets, applies and ensures compliance with all federal and state laws, applicable program policies, procedures, guidelines and reporting requirements; remains current on applicable legislative decisions and developments; ensures accuracy and validity of program tracking and data; develops, maintains and audits spreadsheets, databases and reports; utilizes third-party portals and databases to research and track student information.

14. Represents the District and participates in state and national program training and development and professional group meetings; makes presentations to various groups within the District, other educational institutions, community organizations and governmental agencies.

15. Serves on or leads committees, workgroups and task forces.

### Other Duties

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1. Participates in community and business organizations to enhance the District's presence in the external community.
2. Participates in participatory governance processes and initiatives.
3. Demonstrates sensitivity to and understanding of historically minoritized groups and participates in professional development activities to increase cultural competency to enhance equity-minded practices within the District.
4. Performs related duties as assigned.

**Minimum Qualifications:**

**Education and Experience**

Must have evidence of responsiveness to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, as these factors relate to the need for equity-minded practices.

Meet the state minimum qualifications for an educational administrator, which include a masters degree and at least one year of formal training, internship or leadership experience reasonably related to the administrative assignment; or California Community College Supervisory Credential.

**Licenses, Certificates And Other Requirements**

A valid California drivers license and the ability to maintain insurability under the Districts vehicle insurance program.

**Desirable Qualifications:**

A masters degree from an accredited college or university in a relevant field of study, and three years of increasingly responsible experience as an academic administrator or in a faculty leadership role, at least two years of which involved management or supervision of adult education, workforce development or related categorically-funded programs.

**Knowledge of:**

1. Advanced knowledge of principles, best practices, methods and techniques of program planning and management as applicable to adult education and workforce development programs.
2. Principles, practices and methods of grant and categorical budget development/management and grant tracking, monitoring and reporting.

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3. Direction and goals of various consortia engaged in workforce development, economic development and adult education in the Districts community and region.
4. Regional, District and community resources including governmental, community, and social service organizations and their functions as applicable to assigned responsibilities.
5. Applicable federal, state and local laws, rules and regulations, including the Family Educational Rights and Privacy Act, California Education Code and Administrative Code provisions.
6. Principles and practices of generally accepted accounting and auditing procedures related to federal and state-funded grant programs.
7. Community college curriculum, organization, operations, policies and objectives.
8. District student recordkeeping practices, procedures and systems for processing and maintaining student information.
9. Principles and practices of sound business communication including proper English usage, grammar, spelling, and punctuation.
10. Principles and practices of public administration, including budgeting, purchasing and maintaining public records.
11. Research methods and analysis techniques.
12. Principles and practices of effective management and supervision.
13. Principles and practices of strategic planning.
14. Principles and practices of organizational improvement and culture change.
15. Safety policies and safe work practices applicable to the work being performed, including those required in crisis or threat situations.
16. Board Policies, Administrative Regulations, Human Resources procedures, Personnel Commission Rules, and collective bargaining agreements.
17. District and its mission and goals.

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**Skills and Abilities to:**

1. Understand the importance of holding oneself accountable as educators for closing equity gaps and engaging in equitable practices.
2. Reframe inequities as a problem of practice and view the elimination of inequities as an individual and collective responsibility.
3. Encourage positive race-consciousness and embrace human difference.
4. Reflect on institutional and teaching practices and aim to create a culturally responsive educational environment.
5. Effectively engage and support historically minoritized groups by addressing issues of equity and improving culturally responsive service-oriented practices.
6. Communicate effectively, both orally and in writing, and practice active listening.
7. Plan and direct activities of Districtwide and regional workforce development and adult education programs and initiatives.
8. Define issues, analyze problems, evaluate alternatives and develop sound, independent conclusions and recommendations in accordance with laws, regulations, rules and policies.
9. Analyze and make sound recommendations on complex program development and funding issues.
10. Develop collaborative strategies for working with diverse consortia, partners, educational institutions, business and social services organizations, advisory committees and accrediting and licensing agencies.
11. Work collaboratively with other District directors and managers and the community and provide expert advice and counsel to develop solutions to complex issues.
12. Organize, set priorities and exercise expert, independent judgment within areas of responsibility.
13. Develop and implement appropriate procedures and controls.
14. Understand, interpret, explain and apply applicable laws, codes and ordinances.



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15. Represent the District effectively in dealings with a large and diverse group of regional and community partners, students, employees and other colleges.

16. Prepare clear, concise and comprehensive correspondence, reports, studies and other written materials.

17. Operate a computer and use standard business software.

18. Make presentations and present proposals and recommendations clearly, logically and persuasively to diverse audiences.

19. Use tact and diplomacy in dealing with sensitive and complex issues, situations and concerned people.

20. Develop and maintain an inclusive work environment that fosters diversity, respect and engagement.

21. Establish and maintain effective working relationships with all those encountered in the course of work.

22. Contribute to institutional vitality and growth.

**Conditions of Employment:**

219 duty days and 24 vacation days for a total of 243 days.

**Salary and Benefits:**

Starting salary range is \$160,602 - \$180,759 based on education and experience. Salary will be prorated based on start date. A doctoral stipend of \$2,419 is available. In addition, the District offers an attractive fringe benefit package including medical, dental, and vision coverage for the employee and dependents, and life insurance for employees. Employees are also members of the California State Teachers Retirement System (CalSTRS).

**Selection Procedure:**

Applications will initially be screened by Human Resources to determine which applicants meet the minimum qualifications as stated in the job announcement.

**From the applicants who meet the minimum qualifications and who have submitted all the required documents, a search advisory committee will screen the application packets and determine the candidates who are best qualified based on the minimum qualifications and**





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**desirable qualifications. Those candidates will be invited to interview.**

The selection committee will rate responses to the interview questions and writing prompt (if applicable). Based on this rating, a small number of applicants will be selected as the "recommended candidates". These candidates will be forwarded to the Vice President and College President for final interviews.

A hiring recommendation will be made by the College President and forwarded to the Board of Trustees of State Center Community College District for final approval.

State Center Community College District is an equal opportunity employer committed to fostering innovation and inclusivity. We respond proactively to the diverse needs of the community and welcome individuals excited to join our Districts purpose to support student success both locally and globally. United, we the faculty, classified professionals and administrators pledge to treat all applicants and employees fairly and equitably.

### [SCCCD EEO Plan](#)

For more information, contact the Academic Human Resources Office, 1171 Fulton St, Fresno, CA 93721, (559) 243-7100. For more information on State Center Community College District, visit our website at [www.scccd.edu](http://www.scccd.edu). **Please refer to position number DWAD-DEAN (Slot #1111/Temp Slot #3048).**

**Submission of application and related materials is the applicants responsibility and must be submitted through the Districts online applicant portal. The District reserves the right to re-advertise or to delay indefinitely the filling of a position if it is deemed that the applicants for the position do not constitute an adequate applicant pool or if funding is not available. All application materials are subject to verification. False statements may be cause for disqualification or discharge from employment.**

### **Additional Information:**

This is an interim academic management position, exempt from overtime provisions of the Fair Labor Standards Act, with responsibility for formulation and implementation of district policies, regulations, budget decisions, and supervision of personnel including assignment of work, evaluation of performance, adjusting grievances, recommending hiring, transfer, suspension, layoff, recall, promotion, and termination. **Physical and Mental Demands**

The physical and mental demands described here are representative of those that must be met by



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employees to successfully perform the essential functions of this assignment. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

**Physical Demands:**

While performing the duties of this assignment, employees are regularly required to sit; talk or hear, in person and by telephone; use hands repetitively to finger, handle, feel or operate standard office equipment; and reach with hands and arms. Employees are frequently required to walk and stand; and occasionally lift up to 25 pounds. Specific vision abilities required by this job include close vision and the ability to adjust focus.

**Mental Demands:**

While performing the duties of this assignment, employees are regularly required to use written and oral communication skills; read and interpret complex data, information and documents; analyze and solve complex problems; observe and interpret situations; learn and apply new information or skills; perform highly detailed work; work on multiple, concurrent tasks with intensive deadlines and frequent interruptions; and interact with District managers, faculty, staff, the public, consortia members, community partners and others encountered in the course of work.

**Working Environment**

The work environment characteristics described here are representative of those an employee encounters while performing the essential duties of this assignment. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. Employees work under typical office conditions subject to frequent public contact and interruption and intermittent exposure to individuals acting in a disagreeable fashion, and the noise level is usually quiet. The employee may be required to travel to locations other than assigned worksite and to adjust to work schedule changes. This is an academic management position exempt from overtime provisions of the Fair Labor Standards Act.

**About the District:**

State Center Community College District (SCCCD) provides students with a rich and dynamic learning experience that embraces differences - emphasizing collaboration and engaging students in and out of the classroom, encouraging them to realize their goals, and to become global citizens and socially responsible leaders. When you join our team at SCCC, you can expect to be part of an inclusive, innovative and equity-focused community that approaches higher education as a matter of social justice that requires broad collaboration among faculty, classified staff, administration, students and community partners.

At State Center Community College District we value the ability to serve students from a broad range

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of cultural heritages, socioeconomic backgrounds, genders, abilities and orientations. We prioritize applicants who demonstrate they understand the benefits a diverse student population brings to a community college and the workforce community. The successful academic manager will be an equity-minded individual committed to student success by collaborating with faculty, classified staff, administration, students and community partners who are also dedicated to closing equity gaps. An equity-minded individual is a person who:

1. Understands the importance of holding ourselves accountable as educators for closing equity gaps and engaging in equitable practices;
2. Reframes inequities as a problem of practice and views the elimination of inequities as an individual and collective responsibility;
3. Encourages positive race-consciousness and embraces human difference;
4. Reflects on institutional and teaching practices and aims to create a culturally responsive teaching environment; and
5. Strategically builds buy-in and participation among colleagues for equity-related initiatives.

State Center Community College District seeks academic managers who value mentorship and working in a collegial, collaborative environment, guided by a commitment to helping all students achieve their educational goals. The college strongly encourages collaboration across all departments and divisions to create inclusive, integrated, and interdisciplinary learning experiences. Academic managers should be open and willing to participate in culturally relevant professional development that will help them prepare for the population of students who attend State Center Community College District. Additionally, the college desires academic managers to utilize a framework of practices that is grounded in change theory and cognitive science.

### **Mission & Vision**

#### ***Mission Statement:***

State Center Community College District (SCCCD) is committed to empowering our colleges in their efforts to promote exemplary educational opportunities and to provide safe, inclusive, and supportive learning environments leading to student success and global competitiveness which will transform our region.

#### ***Vision Statement:***

Empowering through Educational Excellence.

**To be considered for this position please visit our web site and apply on line at the following link: [www.sccd.edu](http://www.sccd.edu)**



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EOE

**Contact Information**

Please reference Academickeys in your cover letter when  
applying for or inquiring about this job announcement.

**Contact**

N/A

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