

Dean of the Arts, Library and Online Education  
South Orange County Community College District

Direct Link: <https://www.AcademicKeys.com/r?job=255390>

Downloaded On: Apr. 7, 2025 1:01am

Posted Apr. 4, 2025, set to expire Jan. 28, 2026

**Job Title** Dean of the Arts, Library and Online Education

**Department**

**Institution** South Orange County Community College District  
Mission Viejo, California

**Date Posted** Apr. 4, 2025

**Application Deadline** Open until filled

**Position Start Date** Available immediately

**Job Categories** Dean

**Academic Field(s)** Administration - Academic Unit

**Job Website** <https://www.schooljobs.com/careers/socccd/jobs/4895637/dean-of-the-arts-library-and-online-education>

**Apply By Email**

**Job Description**

**Application Instructions:**

- Complete all sections and fields on the application and attach all required documents – incomplete applications may not be considered.
- Include all relevant education, training, and/or experience on the application.
- Do not include any personally identifiable, confidential, or otherwise unrequested information that does not pertain to job related factors (e.g., social security number, date of birth, pictures, etc.) on your application or attached documents.
- For job postings with a close date, all applications received by 11:59 PM (Pacific Time) on

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the job posting close date, will receive consideration.

- For job postings with an initial screening date, all applications received by 11:59 PM (Pacific Time) on the job posting initial screening date, will receive priority consideration; however, typically the job posting will remain open, and continue to accept applications, until the position is filled.
- For job postings requiring professional references, include at least three (3) professional references from the following categories:
  1. Current department chair(s) (for faculty) or supervisor(s);
  2. Previous department chair(s) (for faculty) or supervisor(s) (from within the past five (5) years);
  3. Master's thesis or Doctoral Dissertation advisor or supervisor (for faculty);
  4. Colleague(s) or co-worker(s) who can address professional competency and skills relevant to the position; and/or
  5. Other professional references.

Please note, professional references are typically contacted when a candidate is selected for, or as a finalist for, a position.

## Description

*Specifications are intended to present a descriptive list of the range of duties performed by employees in the position. Specifications are not intended to reflect all duties performed within the job.*

### **SUMMARY DESCRIPTION**

To serve as administrator and supervisor of school of the Arts instructional unit of the college; provide leadership to develop, organize and implement the unit's goals and objectives; provide leadership to plan, develop, organize, schedule, direct, improve and evaluate the unit's instructional programs, curriculum and related student support services in consultation with Vice Presidents, Deans, Academic Chairs,

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faculty and  
classified staff.

The Dean provides collaborative leadership and administrative oversight of the library and online learning resources, working closely with faculty and staff to ensure collections, services, and programs effectively support student learning and academic success. This role facilitates faculty engagement in developing and curating library collections, integrating technology to enhance research and instruction for the library and campus environment, and aligning library resources with instructional needs. The Dean also fosters a culture of innovation and continuous improvement, coordinating professional development opportunities, assessing library services, and strengthening partnerships across the college and community to expand access and support equitable student outcomes.

To foster a culture of collaboration, mutual respect, innovation, and continuous improvement throughout the District; lead by example; actively participate in and support District-wide participatory governance components and activities and other collaborative processes; encourage professional excellence among the staff and promote an organizational culture of customer service, innovation, and quality services.

**SUPERVISION RECEIVED AND EXERCISED**

Receives general direction from the Vice President for Instruction or designee of the President. Exercises functional and technical supervision over academic, professional, technical and classified staff as assigned.

**REPRESENTATIVE DUTIES**

*The following duties and responsibilities are typical for this position. Incumbents may not perform all the listed duties and/or may be required to perform additional or different duties from those set forth*

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*below to  
address business needs and changing business practices.*

Provide leadership in the administration of the School of the Arts instructional unit of the college, including personnel management, in accordance with laws, regulations, District policy and collective bargaining agreements; assist in developing, directing and evaluating the programs and departments related to the IVC Performing Arts Center (PAC), Music, Theatre, Dance, Art and Communication Studies. Provide leadership of PAC coordination and annual offerings to enhance and build premier and distinctive programming; attend all major performances in dance, theatre, music, and forensics; provide constructive feedback to improve quality of performances; promote appropriate balance between student performance opportunities and those provided to contracted professionals. Analyze industry needs in the region and develop Career Technical Education pathways in the instructional areas of the Arts. Analyze, interpret and monitor the student success rates of assigned programs and student preparedness and recommend change as needed. Support and encourage online education as a modality to extend courses, certificates, and degrees. Participate in the development of the College's strategic plan, communicating the needs, goals, plans and overall role of assigned instructional unit. Lead, direct and approve the planning, development, organizing, scheduling, direction, performance and evaluation of the curriculum, instructional or student services programs and services of assigned instructional unit. Lead assigned instructional unit in planning, program development, implementation and assessment of the College's mission, goals and objectives. Formulate and develop long and short-range goals and strategic plans, including staffing, facilities,

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curriculum and educational philosophy; assure consistency of plans with other college and District plans;  
and prepare long-range plans and statements of goals and objectives.  
Communicate with College, District, State, and federal personnel to coordinate instructional or Student Services needs, programs, services and activities; develop new and effective certificate and degree programs; provide leadership in delivery of courses, certificates, and degrees for assigned instructional units.  
Develop, prepare, submit, administer, monitor and review annual program budgets for assigned instructional unit, including annual budget requests for equipment, supplies and personnel; direct the acquisition, maintenance and use of both instructional and non-instructional equipment; and maintain an equipment-replacement plan; direct the maintenance of adequate records and controls to assure instructional unit expenditures and operations remain within established budget limitations; monitor and approve purchase requisitions and prepare agenda items for Board approval as needed.  
Direct fundraising and financial development for assigned instructional or student services area; disseminate information about the availability of external funding; communicate with faculty members and administrators regarding grants relevant to their academic field; provide information concerning specific funding sources; coordinate timelines and protocol for grants.  
Direct the preparation and maintenance of detailed and comprehensive reports, records and files regarding assigned instructional unit personnel, facilities, and activities.  
Support and encourage online education as a modality to extend courses, certificates, and degrees.  
Train, supervise and evaluate the performance of assigned probationary and tenured academic and classified staff in keeping with the policies of the Board of Trustees and administrative procedures; visit classroom/work sites and observe and evaluate methods and effectiveness.  
Participate in the selection of new faculty and classified staff and temporary professional staff in accordance with District policies and legal requirements.

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Interface with the community and external agencies in all matters of community relations and academic affairs associated with the assigned unit of instruction.

Organize, attend or chair a variety of administrative and staff meetings related to strategic planning, budget, curriculum, advisory committees and other activities; participate in collegial consultation, participatory governance and appropriate advisory committee meetings and provide in-service and workshops for assigned employees.

Supervise the planning, organization and arranging of appropriate staff development programs and activities for faculty and staff; orient new employees and direct the implementation of flex time procedures.

Direct and approve curriculum development; direct the acquisition, maintenance and use of instructional equipment; and maintain an equipment and technology replacement plan.

Identify facility needs and help direct planning for the movement, creation or elimination of facilities for programs.

Promote and coordinate a variety of programs and services and arrange for the development of promotional materials and college publications; manage assigned facilities and approve all assigned facilities usage.

Attend workshops, professional conferences, and trade shows for program planning and development; serve on a variety of campus, District, community, and State committees; and meet with representatives of business, industry, and local government.

Maintain current knowledge of instructional methods and new technologies pertinent to assigned instructional unit; monitor legislation, new State Education Code regulations and other State guidelines to determine instructional program impact and compliance.

Provide leadership and advocacy to enhance innovation and participation in issues related to areas of assignment to ensure student success; communicate the changing expectations, trends and needs of educational preparation effectively to College personnel.

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Assist Vice President for Instruction in the resolution of student and faculty concerns related to unit of assignment; resolve complex conflicts and issues.

Create a positive campus climate that fosters innovation in curriculum development for instruction and services in assigned units; work with the community, business, industry and other educational institutions to promote assigned areas of instruction; contribute to the development and implementation of a coordinated outreach, marketing and public relations process and plan for assigned instructional programs and services.

Provide direction for the development of new programs, including contribution to the development or redesign of curriculum, and coordinate program approvals as appropriate.

Review and approve proposed course outlines, program changes, textbook recommendations, field trip requests, credit-by-exam, articulation, and other curriculum matters to ensure compliance, feasibility, and appropriateness to the community college mission.

Review instructional and other programs for compliance with applicable state and federal laws, regulations and guidelines, district policy and procedures.

Work collaboratively and develop partnership agreements with advisory boards, professional associations, K-12 and transfer institutions, business and industry; cultivate and promote positive and substantive relationships with local business and industry; serve as a leader of and advocate for the College within the business community.

Demonstrate sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of students, colleagues and the community.

Perform other duties as assigned that support the overall objective of the position and the District's mission and philosophy.

Report to work on a regular and consistent basis, as scheduled, to assigned job.

**MINIMUM QUALIFICATIONS**

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

**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:**

A Master's degree from an accredited college or university with emphasis in a discipline within the assigned instructional unit. An earned doctorate from an accredited college or university is preferred.

**Experience:**

At least three years of successful faculty experience at the postsecondary level, in at least one of the areas of this assignment; at least one year of successful postsecondary administrative/supervisory experience, with a preferred emphasis in one area of the unit of assignment; and evidence of a sensitivity to and understanding of the diverse academic, socioeconomic, cultural, physically challenged, and ethnic backgrounds of community college students. Commitment to equity and diversity. All applicants must have demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty and staff. The applicant must be able to demonstrate how these factors relate to the need for equity-minded practices within an educational environment.

**DESIRABLE QUALIFICATIONS:**

Administrative leadership experience in the development, organization, and management of two or more instructional programs, including at least one instructional program related to this assignment.

**LICENSES, CERTIFICATES, AND/OR OTHER REQUIREMENTS:**

Valid California driver's license.



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**KNOWLEDGE OF:**

A community college system.

All instructional areas and their inter-relationships; a thorough knowledge of the various student support

services required to enhance instruction.

Applicable District policies and local, State and federal laws, codes and regulations, including Title 5 and

California Education Code.

Basic data collection and analysis related to student learning outcomes, retention, and success.

California Community Colleges basic skills initiative.

Community relations and external resource development.

Computer systems and software applications related to assigned instructional unit.

Curriculum development.

District safety policies and procedures.

Evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability,

and ethnic backgrounds of students, faculty and staff.

Evidence of, understanding and experience with the principles of collegial consultation.

Interpersonal skills, including tact, patience and diplomacy.

Management techniques that encourage creativity, improve efficiency and increase productivity.

Oral and written communication skills.

Organizational and management practices as applied to assigned unit.

Participatory governance process and venue, fostering open communication among schools, programs

and services.

Principles and practices of budget preparation and management.

Principles and practices of training and supervision.

Principles of program evaluation, student assessment, and organizational development.

Role and purpose of technological systems in providing online instruction, instructional support and student services.

Team-oriented leadership style.

Web page design, Blackboard and/or other course management systems, and other instructional and

student services software.

**ABILITY TO:**

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Advocate for assigned unit's programs and needs.

Analyze problems, identify alternative solutions, project consequences of proposed actions and implement recommendations in support of goals.

Assess, manage, implement, use and apply technology in the management and delivery of assigned

instructional, training or student services programs.

Assist in forecasting current and future needs and costs affecting assigned unit.

Collect, compile and analyze data.

Communicate clearly, concisely and effectively, both orally and in writing, with diverse constituencies within and outside the District.

Demonstrate commitment to academic and professional excellence.

Demonstrate flexibility and adaptability.

Develop markets and promotional strategies for courses, services and projects related to foundational

skills that will promote enrollment growth, retention and student success.

Develop, prepare and administer project budgets.

Embrace and work effectively within a system of participatory governance.

Encourage professional excellence among the staff and promote an organizational culture of customer

service, innovation, and quality services.

Establish and maintain effective, harmonious, and collaborative relationships with a diverse population of

students, staff and community.

Exercise initiative and work independently.

Exercise judgment or choice among possible actions, sometimes without clear precedents and often with

concern for the consequences of the action.

Interact effectively with diverse students, staff, faculty and administrators.

Interpret, analyze, apply and explain applicable local, State and federal laws and regulations.

Interpret, apply and explain applicable District policies and procedures.

Lead, train, supervise, and evaluate assigned staff.

Learn District and College organization, operations and objectives.

Manage complex budgets including grants.

Operate computer/applications software, including database management, spreadsheet, word processing

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and software related to assigned instructional unit.

Operate modern office equipment such as computer, printer, calculator, copier and facsimile machine.

Perform with tact, patience and sensitivity.

Plan and organize work.

Plan, evaluate and supervise delivery of instructional programs and strategies.

Plan, organize, coordinate, manage and expedite assigned projects and activities related to assignment in

a manner conducive to full performance and high morale.

Prepare oral and written reports and recommendations.

Provide leadership, training, and support for faculty who wish to explore innovative approaches to student

learning using instructional technology.

Read, interpret, and explain laws, rules and regulations, and develop and implement personnel policies

and procedures.

Relate effectively to people of varied academic, cultural and socio-economic background using tact,

diplomacy and courtesy.

Represent the college at the community, State and national levels.

Resolve conflicts and solve complex problems.

Serve as an effective management team member.

Train and provide supervision and work direction to others as assigned.

Understand and effectively and collaboratively work in a complicated multi-college environment, as well as

within a system of community college districts.

Use independent judgment in the interpretation and application of rules, regulations, policies and procedures.

Work collaboratively with administration, classified management, faculty, staff and students.

Work effectively in a fast-paced environment with numerous interruptions.

### **WORK ENVIRONMENT AND PHYSICAL DEMANDS**

*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.*



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**Work Environment:**

Standard office setting. Typically, duties are performed in an office environment while sitting at a desk or computer workstation. An incumbent also visits instructional sites and is subject to contact with others, frequent interruptions, noise from talking or office equipment and demanding legal timelines. At least minimal environmental controls to assure health and comfort.

**Physical Demands:**

The incumbent regularly sits for long periods, walks short distances on a regular basis, travels to various locations to visit instructional sites, attend meetings and conduct work; uses hands and fingers to operate an electronic keyboard or other office machines; reaches with hands and arms, speaks clearly and distinctly to answer telephones and to provide information; sees to read fine print and operate computer; hears and understands voices over telephone and in person; and lifts, carries, and/or moves objects weighing up to 10 pounds.

## Supplemental Information

**District Management Team Salary Schedule - Range 22**

**Required Documents: Resume and Cover Letter**

**Applications missing the required documents will not be considered.**

**Work schedule: Monday - Friday (8:00 AM - 5:00 PM) (some evening and weekends as needed).**

**Hours Per Week: 40**



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**Months: 12**

**Special COVID-19 Notice:**

Interviews may be held in-person (following all necessary precautions) or in a virtual format. Employees must reside in California while employed with the South Orange County Community College District (SOCCCD), even during offsite work.

The SOCCCD is committed to protecting the health and wellbeing of students, faculty, staff, managers, and the communities it serves. More information can be found on the SOCCCD website by visiting <https://www.socccd.edu/communications/covid-19-information>.

**Notice to all Candidates for Employment:**

The Immigration Reform and Control Act of 1986, Public Law 99-603, requires that employers obtain documentation from every new employee which authorizes that individual to accept employment in this country. The SOCCCD will not sponsor any visa applications.

**California Public Employees Retirement System and California State Teachers Retirement System:**

A California Public Employees Retirement System (CalPERS) retiree may not accept employment until after the first 180 days of retirement. Anyone retired from CalPERS accepting permanent employment with the SOCCCD will be required to reinstate as an active CalPERS member. Please contact CalPERS for additional information regarding your retirement status.



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Any active vested member of California State Teachers Retirement System (CalSTRS), who accepts employment with the SOCCCD to perform service that requires membership in CalPERS, is eligible to elect to continue retirement system coverage under CalSTRS

**Disability Accommodations:**

If you require special accommodations in the application and/or evaluation process, please notify Human Resources at least two (2) business days prior to the job posting close or initial screening date, by either calling (949) 582-4850 or sending an e-mail to [hrintfodesk@socccd.edu](mailto:hrintfodesk@socccd.edu).

**Attendance Requirement:**

All SOCCCD employees are required to report to work on a regular and consistent basis, as scheduled, to assigned job.

**Campus Crime and Safety Awareness:**

Information regarding campus crime and safety awareness can be found at [www.ivc.edu](http://www.ivc.edu) or [www.saddleback.edu](http://www.saddleback.edu). Paper copies are available in the Human Resources office upon request.

**Non-Discrimination Notice:**

The SOCCCD provides access to its services, classes, and programs without regard to national origin, immigration status, religion, age, gender, gender identity, gender expression, race, ethnicity, color, medical condition, military and veteran status, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics.



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**California Fair Chance Act:**

The SOCCCD will consider qualified applicants with a criminal history pursuant to the California Fair Chance Act. You do not need to disclose your criminal history or participate in a background check until a conditional job offer is made to you. After making a conditional offer and running a background check, if the SOCCCD is concerned about a conviction that is directly related to the job, you will be given the chance to explain the circumstances surrounding the conviction, provide mitigating evidence, or challenge the accuracy of the background report.

**Diversity, Equity, Inclusion and Equal Employment Opportunity:**

The SOCCCD is committed to creating an academic and work environment that fosters diversity, equity, and inclusion (DEI) and equal employment opportunity (EEO) for all, and ensures that students, faculty, staff, and managers of all backgrounds feel welcome, included, supported, and safe. Our culture of belonging, openness, and inclusion, makes the SOCCCD a unique and special place for individuals of all backgrounds.

The SOCCCD is looking for equity and inclusion-minded applicants who represent the full diversity of California and who demonstrate a sensitivity to the understanding of diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds present within our community. When you join the SOCCCD, you can expect to be part of an exciting, thriving, equity-focused, and inclusive community that approaches higher education with the lens of social justice and collaboration among students, faculty, staff, managers, and community partners. In deciding whether to apply for a position at the SOCCCD, you are strongly encouraged to consider whether your values align with the SOCCCD's mission and goals for DEI and EEO.

**THE SOCCCD IS AN EQUAL OPPORTUNITY EMPLOYER**



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**Contact Information**

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

**Contact**

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