

Dean of Health and Wellness
South Orange County Community College District

Direct Link: <https://www.AcademicKeys.com/r?job=257931>

Downloaded On: Jul. 30, 2025 9:58am

Posted Jun. 5, 2025, set to expire Jan. 28, 2026

Job Title Dean of Health and Wellness

Department

Institution South Orange County Community College District
Mission Viejo, California

Date Posted Jun. 5, 2025

Application Deadline Open until filled

Position Start Date Available immediately

Job Categories Dean

Academic Field(s) Administration - Academic Unit
Health Sciences

Job Website <https://www.schooljobs.com/careers/socccd/jobs/4963232/dean-of-health-and-wellness>

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 the job posting close date, will receive consideration.

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- 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 DEFINITION

To serve as administrator and supervisor of the School of Health and Wellness at 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 assigned unit's programs, curriculum and related student support services in consultation with department chairs, faculty and classified staff.

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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 ancillary management, academic, professional 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 below to address business needs and changing business practices.

Provide leadership in the administration of the School of Health and Wellness at the college, including personnel management, in accordance with laws, regulations, District policy and collective bargaining agreements; direct and evaluate the programs and departments assigned to Health and Wellness.

Analyze, interpret and monitor the student success rates of assigned programs and student preparedness and recommend change as needed.

Participate in the development of the College's strategic plan, communicating the needs, goals, plans and overall role of areas of assignment.

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 unit.

Lead assigned unit in planning, program development and performance of the mission and in carrying out the College's mission, goals and objectives.

Formulate and develop long and short-range goals and strategic plans, including staffing,

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facilities, curriculum and educational philosophy; assure consistency of plans with other college and District plans; prepare long-range plans and statements of goals and objectives.

Communicate with College, District, State, and federal personnel to coordinate instructional needs, programs, services and activities; resolve conflicts and issues and develop new and effective certificate and degree programs; provide leadership in delivery of courses, certificates, and degrees for assigned instructional unit.

Develop, prepare, submit, administer, monitor and review annual program budgets for assigned 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 unit; 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 instructional unit personnel, facilities, and activities.

Train, supervise and evaluate the performance of assigned personnel 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 faculty, classified staff, and temporary professional staff in accordance with District policies and legal requirements.

Interface with the community and external agencies in all matters of community relations and academic affairs associated with the 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, shared governance and appropriate advisory committee meetings and provide in-

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service and workshops for 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 unit; monitor legislation, new State Education Code regulations and other State guidelines to determine instructional program impact.

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.

Assist assigned Vice President in the resolution of student and faculty concerns related to area of assignment.

Create a positive campus climate that fosters innovation in curriculum development for instruction and services in assigned unit; work with the community, business, industry and other educational institutions to promote assigned unit 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.

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

Work collaboratively and develop partnerships/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.

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

EDUCATION AND EXPERIENCE

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 unit. An earned doctorate from an accredited college or university is preferred.

Experience:

At least three years of successful faculty experience reasonably related to the assignment, and one year of formal training, internship, leadership, or administrative/supervisory experience reasonably related to the assignment.

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 Experience:

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

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assignment.

- Experience implementing new academic programs, preferably in health sciences (i.e., surgical technician and physical therapy assistant).
- Experience in career education transitions, workforce development and administration of fieldwork and apprenticeship programs in health and wellness programs.
- Familiarity with program accreditation standards, regulatory requirements and processes (e.g., CAPTE, CAAHEP, BRN, ACEN).
- Work experience in allied health professions.

LICENSES AND OTHER REQUIREMENTS:

Valid California driver's license.

KNOWLEDGE OF:

A community college system.

All divisions/schools 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.

Canvas and/or other learning management systems, and other instructional and student services software.

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.

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Guided Pathways framework.

High impact practices to address equity gaps and improve the student experience.

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 divisions/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.

ABILITY TO:

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 of the District.

Demonstrate commitment to academic and professional excellence.

Demonstrate flexibility and adaptability.

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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 effectively and efficiently 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 and software related to assigned instructional unit.

Operate modern office equipment.

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 and maintain records, reports, and files according to established procedures.

Prepare clear and concise 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 to develop and implement personnel policies and procedures.

Relate effectively to people of varied academic, cultural and socioeconomic backgrounds using tact, diplomacy and courtesy.

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

Resolve conflicts and solve problems.

Serve as an effective management team member.

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

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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 work environment and physical demands described here are representative of those required by an employee to perform the essential functions of this job successfully. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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

Initial Screening Date: June 25, 2025

Range **22** of the District Management Team Salary Schedule

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

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Hours per Week: 40

Months per Year 12

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 South Orange County Community College District (SOCCCD) will not sponsor any visa applications.

Employees must reside in California while employed with the SOCCCD.

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.

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 hrrinfodesk@socccd.edu.

Attendance Requirement:

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

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Campus Crime and Safety Awareness:

Information regarding campus crime and safety awareness can be found at www.ivc.edu or 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.

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 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.

The SOCCCD is committed to ensuring that all students have the opportunity to succeed in their classes and as such, to eliminating institutional barriers that disproportionately impact students of color. Irvine Valley College and Saddleback College are deeply committed to fostering an inclusive environment where students, staff, and faculty from diverse backgrounds can thrive academically and professionally.

Irvine Valley College (IVC) serves approximately 21,584 students, reflecting a rich diversity: 41%

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Asian, 2% Black/African-American, 21% Hispanic/Latino, 8% Southwest Asian and North African, 5% two or more races, and 21% White in Fall 2024.

Similarly, Saddleback College (SC) serves around 25,789 students, with demographics showing 12% Asian, 2% Black/African-American, 29% Hispanic/Latino, 5% two or more races, and 47% White in Fall 2024.

These numbers underscore the importance of our commitment to eliminating equity gaps across all student demographics through implementing dynamic, student-centered practices and policies. To support the academic and career success of our diverse student body, we seek a candidate who will actively contribute to our mission of inclusivity and support. The ideal candidate's values will align with SOCCCD's goals for Diversity, Equity, and Inclusion (DEI) and Equal Employment Opportunity (EEO).

THE SOCCCD IS AN EQUAL OPPORTUNITY EMPLOYER

Contact Information

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

Contact

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