

VICE PRESIDENT, ACADEMIC AFFAIRS

DEFINITION:

Under direction of the Superintendent/President plan, organize, coordinate, develop, direct, administer and evaluate instructional programs, services, resources, and activities for students; provide leadership and direction to academic and classified staff in areas of the curriculum, curricular activities, accreditation, enrollment management, learning resources and vocational education; train, supervise and evaluate the performance of administrative and support staff assigned to instruction.

ESSENTIAL DUTIES: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Provide direction and leadership to all academic and classified staff assigned to instructional programs, functions and activities; formulate, develop, implement and review a broad variety of policies, standards and outcomes to assure that students are afforded optimum curricular alternatives and supportive services while pursuing academic and vocational fields of study.
- Serve as a member of the Superintendent/President's leadership team and participate in establishing and achieving institutional goals in accordance with the district's educational master plan; direct the development of short- and long-range plans for all academic affairs in coordination with the leadership of other district entities.
- Promote cultural competency across the curriculum and provide leadership and direction in the development, implementation, interpretation and evaluation of the district curriculum and curricular activities to assure that current, balanced, and innovative instructional programs, activities and opportunities are available for students in a wide variety of fields of endeavor.
- Lead the district's enrollment management efforts to ensure funding and resources are utilized efficiently to develop a class schedule that meets the needs of students and aligns with the state's Student-Centered Funding Formula (SCFF).
- Create a work environment that is inclusive and values the diverse backgrounds of all employees with authentic efforts to create a more just and equitable institution.
- Utilize data to make quality instructional decisions to increase institutional effectiveness and provide opportunities for faculty engagement in a variety of learning environments.
- Serve as the Accreditation Liaison Officer and provide overall leadership for the College's accreditation efforts.
- Responsible for fostering and maintaining a supportive environment characterized by trust and respect for the dignity and creative potential of the individual.
- Utilize the participatory governance processes to involve all constituent groups in goal setting, problem-solving, and decision-reaching to develop attitudes of partnership and shared responsibility;

- Lead and direct systematic processes for evaluating new and continuing courses and curricula; assess needs for programs and services and facilitate development and implementation; provide comprehensive reports to the Superintendent/President and other district administrators regarding the academic affairs.
- In a quality and service-oriented environment, supervise and evaluate the performance of academic personnel including department chairs and classified support staff; develop, implement and review expectations for performance and standards of excellence consistent with established district goals and objectives.
- Plan and direct effective instructional programming including room utilization, instructor load, student enrollment, retention, and completion. Direct and monitor preparation and publication of the district's schedule of classes; review and approve instructor assignments as well as the use and assignment of classrooms, laboratories and other instructional facilities.
- Confer with district administrators and others regarding management issues involving academic affairs and programs of the district including recommendations for new or revised policies and procedures; assure that all areas of the instructional program interface effectively and are appropriately integrated with student services programs.
- Work closely with academic staff in regard to developing, modifying and enhancing instructional and supportive services for students including distance education and learning resources; expand and provide academic and vocational programs to meet the diverse needs of community college students including new, transfer, re-entry and high school advanced placement students.
- Develop, analyze and prepare annual budgets for the district's instructional program; prepare and submit recommendations and justifications as requested for specific requests; recommend and oversee hiring of academic personnel; evaluate instructional equipment and facilities and recommend improvements, enhancements and the purchase of new equipment and materials as appropriate.
- Represent the district to local, State and federal governmental bodies and agencies involved in creating, developing, modifying and evaluating instructional programs and services for community college students; represent the district to the community including other educational institutions, business interests and service organizations.
- Assure compliance with all applicable laws, rules, regulations and restrictions related to instructional programs, services and activities; assure that the highest legal and ethical standards are maintained and clearly communicated to subordinate personnel.
- Review and evaluate effectiveness of key personnel, programs and services; assure development and implementation of supplemental programs and services which are efficient, effective and responsive to the needs of the community and district; recommend operational changes and improvements as appropriate.
- Provide leadership, mentoring, appropriate delegation, and professional development to the Deans, Directors, and department chairs. Support and foster professional growth and development of faculty, administrators, and professional support staff. Direct staff development functions to assure faculty understanding of curriculum standards and requirements and instructional strategies and related materials; coordinate and direct the development, implementation, and conducting of training sessions to facilitate and enhance faculty and support staff understanding of related principles, standards, guidelines, requirements, practices, procedures, and techniques.

- Direct and participate in the efforts and activities of assigned committees, task forces and work groups; delegate responsibility to subordinates for representing the district's interests in the local community and at State or national meetings; review and evaluate information, factual summaries and recommendations from work groups and team leaders.
- Review reports related to the financial resources of assigned programs and services; assure that human and financial resources are allocated efficiently and effectively; direct the timely and accurate preparation of records, reports, summaries and projections of data related to academic affairs, funding and implementation of short- and long-range plans.
- Select, assign, orient, train, supervise, advise, discipline and annually evaluate the performance of direct subordinates; delegate the responsibility for supervision of indirect subordinates to subordinate supervisors to assure efficient and effective performance; develop expectations for performance and standards of excellence.
- May be assigned to lead or participate in district committees, initiatives, teams or ad hoc groups; responsible and accountable for completion of assigned tasks when assigned to such a group; when chairing such a group, evaluate the performance of committee members and forward input to members' supervisors for consideration during the performance evaluation process.
- Perform related duties as assigned.

MINIMUM QUALIFICATIONS:

Knowledge of:

- Principles, theories and practices of administration specifically related to the academic affairs available at institutions of higher education
- Modern pedagogical and instructional design methodologies
- Development and implementation of a comprehensive district instructional program
- Enrollment management principles related to class scheduling efficiencies and productivity.
- The Student Attendance Accounting Manual (SAAM) and Title 5 Education Code, and other statutes in the area of course scheduling, contact hours computation, and attendance accounting procedures and reporting for apportionment purposes.
- Remote instruction, HyFlex, and other innovative blended learning course scheduling modalities to improve student access to high-quality and equitable learning.
- Accreditation processes, standards, policies, and eligibility requirements
- Best practices in teaching and learning for achieving student success and completion
- Current technology and its application to teaching and learning
- The development, implementation, and assessment of student learning and/or service area outcomes.
- Educational policy development, Goals and objectives of the district's educational master plan and the strategic plan
- Matriculation requirements and articulation agreements
- Instructional programs and services for students including academic and vocational curriculum, principles and practices of leadership, management and supervision
- Curriculum standards, requirements, interpretation, application, development, and implementation in instructional divisions, departments, programs, and services.

- State Education Code sections, federal laws and regulations, and district policies related to the development and implementation of the instructional program
- Local, State and federal laws governing a community college district
- District organization, operations and objectives
- Budget preparation, implementation and administration for a multi-faceted instructional program
- Current and innovative trends in academic, vocational, community and contract education, including non-traditional methods of instruction
- Needs, interests and concerns of various groups of community college students
- Oral and written communication skills
- Interpersonal skills including tact, patience and diplomacy
- Collective bargaining contract negotiation and administration

Skill in/Ability to:

- Provide leadership and direction to district administrators, academic and classified staff in developing, implementing and evaluating instructional programs, services, resources and activities for students at an assigned community college. Plan, organize, direct, administer, review and evaluate the district's academic affairs programs, resources and activities
- Work as an executive team member dedicated to the collaborative goal of integrating instruction and student support services to create and maintain a supportive and effective teaching and learning environment
- Work collaboratively to Establish and grow College and Career Access Pathways (CCAP) dual enrollment academic/instructional programs, jail education programs, non-credit and community education.
- Direct the development and implementation of current, balanced and innovative curricula and curricular activities
- Provide leadership and direction to academic staff and support personnel; assigned to vocational, community and traditional educational programs.
- Select, assign, orient, train, supervise, counsel, discipline and evaluate the performance of direct subordinates
- If chairing a committee, evaluate the performance of committee members and forward input to members' supervisors for consideration during the performance evaluation process
- Analyze complex financial, statistical and narrative data regarding instructional programs and prepare comprehensive narrative and statistical reports.
- Assure proper and timely resolution of instructional programs and related student, staff, faculty, administrative, program and service issues, complaints, problems, and conflicts.
- Maintain current knowledge of innovative programs and non-traditional approaches to education in relation to the instructional needs of the larger community
- Assure compliance with local, State and federal laws related to community college instruction
- Direct the effective interface and integration of academic affairs and programs including transfer requirements and articulation agreements
- Communicate effectively both orally and in writing
- Create and maintain a high level of employee morale to achieve consensus while demonstrating an understanding of and sensitivity to the diverse academic, socioeconomic, ethnic, cultural, disability, sexual orientation, and religious backgrounds of community college students.

- Establish and maintain effective and cooperative working relationships with others
- Analyze situations accurately and adopt an effective course of action.
- Work independently with little direction.
- Plan and organize work and meet schedules and timelines.
- Direct the maintenance of a variety of reports, records, and files related to assigned activities.

ILLUSTRATIVE EDUCATION AND EXPERIENCE: A typical way to obtain the above knowledge and skill is a combination of education and experience equivalent to:

A Master's degree and at least five years of increasingly responsible experience in managing instructional programs at an institution of higher education, including three years of instructional experience.

Other Requirements:

A valid California driver's license.

WORKING CONDITIONS: Duties are primarily performed in an office environment at a desk or at a computer terminal or in meetings. Incumbents are subject to frequent contact in person and on the telephone with executive and management personnel, academic and classified staff, the Board of Trustees, community leaders and the general public. Frequently must travel to other offices or locations to attend meetings and conduct work.

PHYSICAL CHARACTERISTICS: The physical abilities involved in the performance of essential duties are:

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.

Typically, must sit for long periods, use hands and fingers to operate a computer keyboard, see clearly to read normal and fine print, speak clearly and distinctly to provide information in person or on the telephone, hear and understand voices over telephone and in person, and regularly lift, carry and/or move office objects.