



NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT



Job Description

Job Title:	Associate Dean, Student Inclusion and Engagement	Salary Range:	26
Date Revised:	4/2/2026	Date Approved:	6/23/2026

PRIMARY PURPOSE

Under the general direction of the assigned Vice President or designee, the Associate Dean, Student Inclusion and Engagement provides strategic leadership for identity-based student services, cultural programming, and campus-wide inclusion initiatives. The Associate Dean oversees the Cultural Center and affiliated programs, including but not limited to Grads to Be, LGBTQIA2S+ Resources, Umoja Community, and other affinity-based initiatives, ensuring coordinated, equitable, and culturally responsive support services.

The Associate Dean collaborates with faculty, staff, administrators, and community partners to advance diversity, equity, and inclusion principles, strengthen student engagement and belonging, and promote holistic student success. The Associate Dean manages budgets, supervises assigned staff, student workers, and fellows; develops and leads cultural program goals and initiatives; and ensures alignment with institutional priorities, legal requirements, and best practices in student development, inclusion, and engagement.

DISTINGUISHING CHARACTERISTICS

The Associate Dean, Student Inclusion and Engagement is distinguished by its responsibility for leading campus-wide inclusion, cultural engagement, and identity-based student support initiatives. The Associate Dean demonstrates expertise in student development theory, cultural competency, and diversity, equity, and inclusion-centered program design.

Unlike director-level roles, the Associate Dean is responsible for a broader scope of leadership and holds elevated authority for policy development, cross-divisional collaboration, budget oversight, staff supervision, and implementation of strategic initiatives that support disproportionately impacted student populations. The Associate Dean contributes significantly to institutional equity goals and influences student retention, engagement, completion, and positive holistic outcomes.

ESSENTIAL FUNCTIONS

Examples of essential functions are descriptive and not restrictive in nature.

Leadership and Strategic Direction

1. Provides strategic leadership in planning, developing, implementing, and evaluating Cultural Center programs, services, and initiatives that advance institutional priorities for belonging, inclusion, equity, and holistic student success.
2. Oversees the strategic and operational management of the Cultural Center and its programs, including but not limited to supervision of professional staff, resource planning, budget administration, and the execution of co-curricular programs that enhance student engagement and achievement.



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3. Establishes program objectives, policies, and procedures that align with District and college goals, ensure regulatory compliance, and support continuous improvement of equity-centered practices.
4. Identifies systemic barriers affecting disproportionately impacted student populations and recommends, influences, or implements policy and practice enhancements to advance equitable access, retention, and success.
5. Serves as a senior-level DEI subject matter expert, providing high-level consultation to District and college executives, deans, managers, faculty, classified professionals, and student leaders on evidence-based practices that strengthen institutional planning, policy development, and service delivery.
6. Collaborates with senior leadership to develop, champion, and operationalize institution-wide DEI initiatives that reinforce the College's commitment to an inclusive and welcoming campus environment.
7. Represents the division in shared governance bodies and institutional decision-making processes, ensuring that diversity, equity, inclusion, and student engagement remain central to college priorities and strategic directions.
8. Leads, chairs, and participates in committees, advisory councils, and cross-functional workgroups focused on advancing DEI strategies, student success initiatives, and culturally responsive institutional practices.

Collaboration and Cross-Divisional Integration

9. Provides strategic leadership in collaboration with faculty, academic and student services departments, and program leaders to advance a shared cultural vision that strengthens student engagement through high-impact practices, cultural programming, forums, and related institutional initiatives.
10. Partners with senior campus leadership, divisions, and key stakeholders to assess inclusive needs, develop equity-driven strategic plans, and direct or support the implementation of initiatives that enhance student access, belonging, and success.
11. Engages formal governance groups, informal constituent networks, grassroots leaders, and affinity-based communities to inform, design, and deliver culturally responsive programs and services that meet the needs of diverse student populations.
12. Cultivates and sustains strong, collaborative relationships with District offices and campus entities to ensure coordinated, comprehensive support systems that advance institutional goals for equity, inclusion, and student success.

Budgeting, Resource Allocation, and Fiscal Oversight

13. Participates in the annual budget development process and exercises strategic oversight of all departmental budgets, including general fund, categorical, and grant-funded programs; directs resource allocation and ensures fiscal stewardship and compliance across all initiatives.
14. Oversees and authorizes expenditures, monitors financial performance, and prepares comprehensive analyses and reports on program activities, budget status, and fiscal projections to support data-informed decision-making.



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Cultural Programming and Identity-Based Support

15. Leads the development, implementation, and assessment of cultural programs and initiatives, including but not limited to heritage month events, diversity education workshops, and student-led activities, which advance institutional goals for inclusion, engagement, and cultural awareness.
16. Oversees and directs communication, marketing, and outreach strategies that promote program initiatives, elevate student success outcomes, and strengthen the visibility and impact of Cultural Center services across the institution.

Assessment and Data-Informed Decision Making

17. Collaborates with the Office of Institutional Effectiveness to lead the evaluation of program effectiveness, applying qualitative and quantitative data to inform strategic improvements; oversees the preparation and submission of reports that support accreditation, institutional planning, and compliance requirements.
18. Directs the preparation, analysis, and dissemination of comprehensive reports and documentation for internal leadership, external agencies, and institutional stakeholders to ensure transparency, accountability, and informed decision-making.

Community Partnerships, Outreach, and External Relations

19. Leads outreach and in-reach efforts, working collaboratively with Educational Partnerships and other campus divisions to elevate awareness of student development programs and strengthen pathways that support student access, engagement, and success.
20. Serves as a senior institutional representative to community agencies, K–12 districts, universities, and local organizations; cultivates partnerships that enhance program visibility, expand resources, and support the college's commitment to equitable and inclusive educational opportunities.

Staff Supervision, Professional Development, and Training

21. Provides executive leadership in the selection, supervision, and evaluation of faculty, professional staff, student employees, and volunteers/fellows; fosters a culture of mentorship, accountability, and continuous professional growth.
22. Leads and oversees all aspects of the hiring, onboarding, and workforce development processes for departmental personnel, ensuring alignment with institutional goals and compliance with District policies.
23. Plans, organizes, and delivers comprehensive professional development activities and/or opportunities that enhance the effectiveness, growth, and retention of faculty, staff, and administrators, and advance institutional priorities for equity and inclusive excellence.

Technology Integration

24. Learns and applies emerging technologies and advances as necessary to perform duties in an efficient, organized, and timely manner.



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Diversity, Equity, and Inclusion

25. Provides leadership and direction for intersectionality programming, including but not limited to the Grads to Be Program, LGBTQIA2S+ Resource Program, Umoja Community Program, and other equity initiatives that support affinity groups and disproportionately impacted students.
26. Guides the work of wraparound services and supports the embedded therapist in providing affirming care for Black/African, Latinx, LGBTQIA2S+, and immigration-impacted students.
27. Leads efforts to promote diversity, equity, inclusion, and anti-racism (DEIA) initiatives across campus, and in partnership with colleges at NOCCCD and the District.
28. Participates in District/College efforts to increase the diversity of faculty and staff and to address student achievement gaps; actively assists in the creation of a welcoming and inclusive work and educational environment;
29. Develops, facilitates, attends and participates in diversity, equity, and inclusion trainings and events across campus and the District.
30. Creates, facilitates, and presents at regional, statewide, and national meetings and conferences on professional development tools to increase intercultural competency.

General

31. Performs other duties that support the overall objective of the position.

WORKING RELATIONSHIPS

The incumbent engages and maintains contact with various District administrators, management, faculty, staff, students, vendors, government agencies and organizations, higher education institutions, the California State Chancellor's Office, and the public.

MINIMUM QUALIFICATIONS

Education and Experience:

- Master's Degree in a related discipline; **AND**
- Four (4) years of formal training, internship, or leadership experience reasonably related to the assignment; **AND**
- **Or**, any combination of education and experience which would provide the required equivalent qualifications of the position.
- Commitment to 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 their experience with these factors relates to successfully achieving the goals of the position.

DESIRABLE QUALIFICATIONS

- Doctorate Degree from an accredited institution.
- Experience in a shared governance environment within an educational setting.



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- Demonstrated experience fostering an inclusive and welcoming work or educational environment through equity-minded approaches in professional interactions with colleagues and students.

KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge:

- Knowledge of effective diversity, equity, and inclusion principles in higher education.
- Knowledge of historical and structural roots of identity and inequality amongst traditionally excluded communities and groups.
- Knowledge of current DEIA ideas, research, and practices.
- Knowledge and understanding of active listening and empathy in a diverse work environment.
- Knowledge of District and college organizations, operations, policies, procedures, rules, laws, regulations, goals, and objectives related to the area of assignment.
- Knowledge of California Education Code, Title 5, and other applicable laws and regulations related to the area of assignment.
- Knowledge and understanding of student services operations, including student advising, retention strategies, and support services.
- Knowledge of working within a shared governance model.
- Knowledge of instructional methods and technologies related to the area of assignment.
- Knowledge of methods and techniques for student engagement and success.
- Knowledge of research project policies, procedures, and practices including data collection and analysis.
- Knowledge of budget preparation and maintenance.
- Knowledge of office administration and management practices and procedures.
- Knowledge of confidential record keeping, filing, file sharing, and filing systems methods, techniques, and procedures.
- Knowledge of federal and state regulations related to student services, such as FERPA.
- Knowledge of student information systems, management information systems, databases, and data management practices.
- Knowledge and awareness of equity and inclusion principles, particularly in the context of student support services.
- General knowledge of community college structures, processes, and student demographics.

Skills:

- Strategic leadership.
- Student programs and success initiatives.
- Strong organizational skills with the ability to prioritize and manage multiple tasks efficiently.
- Critical thinking, problem solving, and analytical skills.
- Professional standards and strong interpersonal skills.
- Proficiency in Microsoft Office Suite (Word, Excel, PowerPoint, Outlook) and other relevant software applications.



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- Excellent written and verbal communication skills, with the ability to draft clear and concise reports, correspondence, and presentations.
- Data collection, analysis, and reporting, particularly in relation to program outcomes and student participation.
- Event planning and coordination skills, including the ability to manage logistics and details for meetings, workshops, and special events.
- Computer software programs, applications, databases, and Enterprise Resource Planning Systems (ERP) systems; computer hardware and peripheral equipment related to the area of assignment.

Abilities:

- Ability to independently perform the essential responsibilities of the position.
- Ability to demonstrate emotional intelligence in advancing DEI.
- Ability to facilitate inclusive group discussions and meetings.
- Ability to adapt communication styles for different cultural and accessibility needs.
- Ability to work independently and collaboratively within a team environment.
- Ability to interact positively and professionally with a diverse student population, faculty, and staff.
- Ability to maintain confidentiality and handle sensitive information with discretion.
- Ability to oversee multiple and changing priorities related to the area of assignment.
- Ability to promote the growth and success of a diverse population of students and employees through the development of interculturally competent and equity-minded management and leadership.
- Ability to analyze situations accurately and adopt an effective course of action.
- Ability to plan, organize, and prioritize workload to meet schedules and timelines.
- Ability to complete work efficiently with a variety of interruptions from administrators, management, faculty, staff, students, and the public.
- Ability to understand the scope of authority in making independent decisions related to the area of assignment.
- Ability to review situations accurately to determine the appropriate course of action according to established guidelines.
- Ability to learn and adapt to new software, systems, and processes as required.
- Ability to provide empathetic and effective support to students, addressing their needs and concerns with professionalism.
- Ability to attend and participate in diversity, equity, and inclusion trainings and events.
- Ability to provide an inclusive and welcoming work/educational environment.
- Ability to demonstrate a 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 their experience with these factors relates to successfully achieving the goals of the position.
- Ability to establish and maintain effective and cooperative working relationships with those encountered in the course of work.



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SPECIAL REQUIREMENTS, LICENSES, and/or CERTIFICATIONS

- Possession of or ability to possess a valid driver license based on the need related to the area of assignment if and when travel is required in the course of work.
- Travel may be required for various off-site meetings, trainings, conferences, and/or events in support of the overall objective of the position.

PHYSICAL AND MENTAL DEMANDS

The physical and mental demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Demands:

While performing the duties of this classification, the incumbent is regularly required to sit, walk, and/or stand, speak, or hear, both in person and by telephone. Use hands repetitively to perform fine/gross finger manipulation, handle, feel or operate standard office equipment; reach with hands and arms; and occasionally lift and carry up to 25 pounds, unassisted. Must frequently sit and/or stand for long periods of time; dexterity of hands and fingers to operate a variety of computer and office equipment. The incumbent may be required to bend at the waist, kneel, and/or crouch; move about the college or District site(s).

Specific vision abilities required by this job include close vision and the ability to adjust focus and view a variety of computer screens, printed documents, and instructions.

The incumbent may be required to work a flexible and varying work schedule based on the needs of the department, including evenings and weekends, as needed.

Mental Demands:

While performing the duties of this class, the incumbent is regularly required to use written and oral communication skills; read and interpret data, information and documents; analyze and solve problems; observe and interpret people and situations; learn and apply new information or skills; perform highly detailed work on multiple, concurrent tasks; use math/mathematical reasoning; perform highly detailed work under changing priorities and deadlines on multiple concurrent tasks; work with frequent interruptions, and interact with District and/or college faculty, staff, management, administrators, students, educational institutions, and others encountered the course of work.

WORK ENVIRONMENT AND CONDITIONS

Work Environment:

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this class. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The incumbent works under typical office conditions, and the noise level is usually quiet.



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Working Conditions:

Work is performed primarily indoors where minimal safety considerations exist. The incumbent may be subject to constant interruptions and frequent interaction with District and college personnel and the public. Specific vision abilities required by this job include close vision and the ability to adjust focus and view a variety of computer screens, printed documents, and instructions.

To accomplish this job successfully, an individual must be able to perform, with or without reasonable accommodation, each essential function satisfactorily. Reasonable accommodations may be made to help enable qualified individuals with disabilities to perform the essential functions of the position.

North Orange County Community College District (NOCCCD) is committed to creating a diverse academic and workforce environment that encourages and fosters diversity, equity, inclusion, and equal opportunities for everyone. NOCCCD is focused on creating a welcoming culture to ensure students, faculty, management, and staff feel included, supported, and safe.

NOCCCD looks for likeminded and inclusive individuals who represent the community's diversity and demonstrate a sensitivity to the understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of those we represent. Our District community of professionals is devoted to enriching our students' lives by bringing a variety of ways to engage and discover their individual and collective paths through education.