BARSTOW COMMUNITY COLLEGE
JOB DESCRIPTION

Classification Title:	Associate Dean, Workforce and Employer Relations	**Salary Grade:** Management 16
FLSA:	Exempt	**Date Revised:**

PRIMARY PURPOSE:
Under direction of the Executive Dean, the Associate Dean of Workforce and Employer Relations is responsible for the design, implementation, and management of strategic workforce partnerships with employers and external organizations that result in work-based learning and employment outcomes for students; establishing and managing feedback loops that assist Career Technical Education (CTE) career pathways and workforce programs in aligning program curriculum and content that prepares students with employable skillsets that are relevant to and meet industry demand. This includes working directly with the Superintendent-President and Executive Dean to develop and advance strategic relationships with industry partners that expand the College's employment pathway reach, including work-based learning, direct placement, apprenticeships, and contract education.

The position is also responsible for managing the development and day-to-day activities of career support services as well as collaborating and coordinating with appropriate departments to incorporate employer input regarding in-demand skills and applicable industry-recognized credentials into CTE programs and pathways that enhance student employability.

ESSENTIAL DUTIES and RESPONSIBILITIES:
Examples of essential functions are interpreted as being descriptive and not restrictive in nature. The description below is intended to provide a summary of the typical functions of the position and is not intended to be an exhaustive or comprehensive list of all possible responsibilities, tasks, and duties of the position.

1. Provide leadership for the development, coordination, and day-to-day operations of the Career Services Center, ensuring alignment with workforce systems, employer engagement, work-based learning, job placement, and student employment outcomes.

2. Develop and cultivate partnerships with community organizations, employers, and government agencies for the creation of an operational network of stakeholders.

3. Provide faculty oversight and evaluation processes in alignment with college and contractual requirements.

4. Initiate, coordinate, and/or provide oversight for pre-apprenticeship/apprenticeship programs to ensure alignment with industry demand, institutional priorities, and student employment outcomes.

5. Develop strategic employer relationships and partnerships with external organizations; collaborate on the Inland Empire/Desert Regional Consortium (IEDRC) regional initiatives;

and assist with leading industry councils, advisory committees, and skills panels for CTE faculty, programs, and career pathways to increase student career outcomes.

6. Strengthen and expand partnerships with employers, workforce boards, and community-based organizations, and work directly with the Superintendent-President and Executive Dean to develop and advance strategic industry relationships that expand the College's employment pathway reach, including work-based learning, direct placement, apprenticeships, incumbent worker training, and contract education.

7. Initiate, collaborate on, and support external funding opportunities in the public and private sectors that advance student career and employment outcomes, and work with regional entities to obtain labor market data on quality jobs, wages, emerging trends, and the local employment landscape.

8. Engage in continuous process improvement using stakeholder input to enhance effectiveness and reach while ensuring compliance with college policies and applicable regulations.

9. Collaborate with academic and administrative departments to identify and create work experience opportunities relevant to students to gain employment in quality jobs with career and wage progression.

10. Collect and manage appropriate data tools such as Customer Relationship Management (CRM) and relevant datasets such as employer engagement activities for reporting of student outcomes related to work-based learning, employment, apprenticeship, work experience, and other related career support activities.

11. Plan, develop, and execute project budgets and timelines to ensure that initiatives are delivered on time and meet institutional standards and budgets.

12. Coordinate with institutional research to assess and evaluate the effectiveness and outcomes of work-based learning programs for students, and alignment with institutional goals, including program review, Comprehensive Local Needs Assessment (CLNA), and Network of Virtual Applications (NOVA) reporting.

13. Maintain a working knowledge of significant developments and trends in regional workforce development; participate in workforce development gatherings and professional development events; participate in program planning activities with state, county, education and other agencies; provide leadership in the development and maintenance of workforce community partnerships and programs.

14. In collaboration with the Director of Military Programs, provide career and workforce development support services at Fort Irwin and other military sites.

15. Perform related duties as required.

MINIMUM QUALIFICATIONS:

Education and Experience:

- Master's degree from an accredited institution.
- And, one (1) year of formal training, internship, or leadership experience reasonably related to the administrator's administrative assignment, including workforce development experience in an educational environment.

KNOWLEDGE, SKILLS, AND ABILITIES:

Individuals must possess the knowledge, skills, and abilities or be able to perform the essential functions of the assigned classification, with or without reasonable accommodation(s), using some other combination of skills and abilities.

Necessary knowledge, skills, and abilities are as follows:

Knowledge of:

- Industry recognized credentials relevant to workforce and CTE programs and application
- Principles and practices of management, organization, planning, development, and supervision.
- Principles and practices of project planning, development, and management.
- The mission and changing role of the community college in meeting the workforce needs of the community, local, regional, and state economic trends and workforce needs.
- Partnerships and resource development, including private, local, state, and federal funding sources.
- Budget preparation and control, including grant-funded projects
- Effective oral and written communication skills.
- Applicable laws, codes, regulations, policies, and procedures.
- Needs assessment tools for business and industry.

Ability to:

- Work effectively and productively in a collaborative and inclusive team environment to plan, organize, and administer workforce programs and services.
- Manage multiple workforce program budgets in a fiscally responsible and accountable manner.
- Serve as a leader and advocate for the College within the business community, and build synergistic relationships with business, industry, and other stakeholders in the region.
- Communicate effectively both orally and in writing.
- Interpret, apply, and explain rules, regulations, policies, and procedures.
- Adapt to changing work skills and professional standards for responsiveness, and

analyze situations accurately and adopt an effective course of action.
- Plan, analyze, and organize work to meet schedules and timelines.
- Prepare narrative and statistical reports and brief.
- Supervise and evaluate the performance of assigned staff in a team environment.
- Make presentations to small and large groups.
- Use a high degree of tact, diplomacy, and discretion in dealing with sensitive and confidential situations and information, and problem resolution.
- Provide a high level of customer service and work effectively with the public, vendors, students, faculty, staff, and individuals of diverse ages, abilities, socio-economic backgrounds, and ethnic groups.
- 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.
- Establish and maintain effective and cooperative working relationships with those encountered in the course of work.

SPECIAL REQUIREMENTS, LICENSES, and/or CERTIFICATIONS:
- 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
- Regularly required to sit, walk, and/or stand; speak or hear, using a variety of communication modalities.
- Dexterity of hands and fingers to operate a variety of computer and/or office equipment and peripherals.
- Bend at waist, kneel, crawl, and/or crouch.
- Move about the college and/or District site(s), as needed.
- Specific vision abilities required by this position include close vision and the ability to adjust focus and view computer screens, printed documents, and instructions.
- Occasionally lift and carry up to 25 pounds unassisted and up to 50 pounds with assistance.

Mental Demands

- Perform detailed work and multitask effectively while coordinating multiple concurrent tasks.
- Use written and oral communication skills.
- Read and interpret data, information, and documents.
- Analyze and solve problems.
- Learn and apply new information and/or skills related to the area of assignment.
- Subject to frequent interruptions and interactions with District and/or college faculty, staff, management, and students.

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 accommodation 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.

Working Conditions

- Primarily work in an office and/or indoor environment.
- Minimal safety considerations exist.
- Subject to frequent interruptions and shifting priorities to meet operational needs.
- Subject to moderate noise levels depending on the activities of the office.
- May require extended or irregular hours to meet the needs of the District and/or the area of assignment.

Board Approval Date: March 18, 2026