

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT JOB DESCRIPTION			
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Job Title:	Chancellor	Range:	Chancellor Contract
Date Revised:		Date Approved:	February 23, 2021

CHANCELLOR PROFILE

The Chancellor is the Chief Executive Officer of the District and reports to a seven-member Board of Trustees who are elected by residents in specific geographic areas. The Chancellor is an experienced leader committed to academic excellence and student success in implementing a comprehensive program of instruction and services that fulfills the District’s responsibilities to its diverse communities.

THE POSITION

The Chancellor is responsible for all NOCCCD operations and assures that the District is administered in accordance with the policies adopted by the Board of Trustees. The Chancellor is responsible for improving the quality of life and the economic well-being of the diverse residents and communities in the District’s service area by providing access to quality learning environments and fostering high levels of access and success for all students. The Chancellor oversees Cypress College, Fullerton College, North Orange Continuing Education, and District Services; maintains community, legislative, and District relations; provides leadership for District-wide integrated planning; and assures institutional fiscal integrity and responsibility.

QUALIFICATIONS

Minimum qualifications

To fulfill the minimum qualifications for this position, the candidate must demonstrate that they satisfy all of the following:

- Possession of a master’s degree from an accredited institution;
- One year of formal training, internship, or leadership experience reasonably related to the administrator’s administrative assignment; and
- Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students, faculty, and staff.

Desirable Qualifications

To fulfill the desirable qualifications for this position, the candidate must demonstrate that they satisfy the following strongly preferred qualifications:

- Possession of a doctorate from an accredited institution;
- Demonstrated commitment to and experience with diversity, equity, inclusion, and anti-racism as described in the desirable characteristics below;
- Five or more years of leadership and management experience in an executive position with significant decision-making responsibility; and
- Senior administrative experience in progressively responsible positions in higher education.

Demonstrated Commitment to Student Access, Success, and Equity

- A leader whose philosophical commitment to student access and success has been demonstrated through changes in institutional strategies and policies that resulted in improved student achievement and experiences.
- A leader who focuses on serving the whole student facilitating the development of systems and structures that assist students in successfully navigating pathways for completion and lifelong learning.
- A leader who uses data analysis and evidence to identify and remove systemic barriers that inhibit student success.
- A leader with demonstrated experience providing real-time solutions based on dynamic information; uses data for time-sensitive interventions and not merely longitudinal research.
- A leader who supports addressing students' basic needs, mental health support, and the District's diversity, equity, inclusion, and anti-racism goals.
- A student-centered educator who understands the complexity of credit, noncredit/adult education and services; supports the comprehensive community college and understands the competing priorities of transfer, career technical, college-readiness skills, noncredit/adult education, and community services offerings.

Diversity, Equity, Inclusion, and Anti-Racism (DEIA)

- A leader who has demonstrated results leading to and fostering diversity, equity, inclusiveness, and an anti-racist environment for students and employees.
- Demonstrated ability to support the District/College efforts to increase faculty and staff diversity, to address student achievement gaps, and to create a welcoming and inclusive work and educational environment.
- Demonstrated 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 abilities. The ideal candidate should have experience in this area with Black/African Americans, Latinx, Indigenous/Native Americans, Pacific Islanders and other disproportionately impacted students and employees.

Takes Strategic Risks

- A leader who is willing to take significant data-informed risks and inspires employees to change—how everyone across the District thinks and acts to improve the student experience and achievement of educational goals.
- A leader who is committed to identifying and removing systemic barriers to ensure equitable outcomes for students, especially those from marginalized populations.

Builds a Healthy Organization

- A decisive and pragmatic leader with strong collaborative decision-making skills who will advocate for and apply the principles of collegial consultation to create a common commitment to and focus on students.
- A leader who is guided by ethics and honesty, is committed to transparency and inclusiveness in decision-making, and promotes the application of ethics across a large multi-campus District.
- A leader who promotes cohesiveness and respect among all District constituents; resolves controversial issues and problems in a timely manner using input from constituent groups, and who is sensitive to the effects of decisions on students and the campus communities.
- A consensus builder who uses and promotes an open, approachable management style that is inclusive, collaborative, and enthusiastic.

- A leader who understands the vital importance of employee well-being and who is committed to advocating for all employees in the essential elements of well-being—career, financial, physical, social, and community—and acknowledges their contributions and cultivates employee potential.

Establishes Urgency for Improvement and Efficiency

- A leader who works to establish and maintain among District leaders, faculty, and staff a healthy sense of urgency about uniting the District's varied competing interests to accomplish the common goal of improving student outcomes.
- A leader with a vision to help NOCCCD evolve through COVID-19 and beyond.
- A leader who creates a culture that encourages exploring new possibilities and innovative approaches that have significant potential to advance the District.

Aims for Results and Achieves Lasting Internal Change

- An educator with a results-oriented approach who promotes a culture of inquiry and evidence.
- A leader who facilitates an integrated planning process to ensure that the District's four entities—the three Institutions and District Services— by developing and implementing master and strategic plans to achieve strategic directions. The planning process will comply with the accreditation standards through Districtwide alignment, routine assessment of progress and continuous data-informed improvement.
- A transformational leader who proactively leads change to continuously improve the organization and student success.
- A leader with proven experience analyzing and improving planning and institutional processes across competing interests and constituent groups.

Effective Communication

- A visionary educational leader who possesses exceptional interpersonal, written and oral communication skills and uses those skills to foster strong relationships; to develop shared priorities; and to effectively identify and resolve problems.
- A leader who listens attentively to and seeks to understand others and is willing to accept and consider differing viewpoints.
- A leader with the ability and willingness to build rapport with constituents.
- A leader with a sense of humor and demonstrated ability to ease tense situations.
- A leader whose communication and management style are effective in the District's multicultural/ multilingual environment, a style that instills confidence and trust, and a style that has the impact of calming difficult situations.
- A leader who effectively engages with the District's internal and external stakeholders, strategically communicating in ways that advance the student experience and success.

Advocacy

- A leader who is politically proactive with proven advocacy skills and solid understanding of recent local, state, and national legislation that impacts community colleges.
- A leader who is willing to address such issues for students as housing insecurity, food insecurity, and mental health.

Resource Management and Operational Ability

- A fiscally competent leader who will ensure the District's fiscal stability by securing sufficient resources to fund operations and providing adequate controls to prevent fiscal mismanagement.

- An astute administrator with a demonstrated understanding of the complex dynamics of a multi-campus district, including a collective bargaining environment, California community college finances, budgetary processes, construction programs, and federal and state programs and legislative issues as they affect California community colleges.
- A leader who aligns expenditures with strategies and allocates resources based on data, integrated planning, and transparent decision-making.
- A leader who provides prudent oversight for the completion of major capital facilities construction and renovation projects to support sustainability goals and employee and student success.
- A leader who understands the role of technology in all aspects of the District's operation and fully supports the leveraging of technology to advance the District's strategic goals and directions.

Entrepreneurial Fundraiser

- An entrepreneurial and effective fundraiser with demonstrated capacity to raise revenue and develop resources to support the Colleges' Foundations and District's programs.
- A leader who supports securing and implementing Districtwide grants.

Develops Effective External Partnerships

- A leader who uses the District's influence and resources to pave the way for ongoing student access and success by forging partnerships with outside entities, including K-12 school districts, four-year colleges, community-based organizations, and employers. These partnerships will focus on helping large numbers of students, including those from historically underserved populations, and create positive change in the region.

Maintains an Effective Relationship with the Board of Trustees

- An executive officer who understands and appreciates the role of the Board of Trustees and who is committed to maintaining a solid CEO/Trustee relationship.
- An executive officer who demonstrates regular and effective communication with Trustees and supports their professional development.
- A leader who communicates with the Board in ways that ensure shared goals and a common understanding of the District's progress toward achieving strategic directions.