



NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT



Job Description

Job Title:	District Director, Culture, Inclusion, and Engagement	Salary Range:	24
Date Revised:	4/2/2026	Date Approved:	6/23/2026

PRIMARY PURPOSE

Under the general direction of the Chancellor, the District Director, Culture, Inclusion, and Engagement provides strategic leadership, vision, and direction for advancing the District's commitment to diversity, equity, inclusion, belonging, and anti-racism District-wide. The Director develops, implements, and evaluates programs, initiatives, and policies that foster an inclusive and culturally responsive learning and working environment for employees, students, and the broader community.

The District Director leads District-wide efforts to strengthen organizational culture and engagement while ensuring compliance with Equal Employment Opportunity (EEO), anti-discrimination, and related regulatory requirements. The District Director, Culture, Inclusion, and Engagement collaborates closely with Human Resources, academic leadership, and shared governance bodies to align diversity, equity, and inclusion strategies with institutional priorities and long-term organizational goals.

DISTINGUISHING CHARACTERISTICS

The District Director, Culture, Inclusion, and Engagement is distinguished from other Human Resources and District leadership classifications by its broad and specialized focus on fostering systemic equity, organizational culture transformation, and institutional accountability for diversity and inclusion outcomes. The District Director serves as the District's lead strategist for equitable and cultural advancement, Equal Employment Opportunity (EEO) compliance, and belonging initiatives.

The District Director, Culture, Inclusion, and Engagement, provides oversight of District-wide planning and implementation, ensuring alignment between policies, recruitment practices, and equity goals. The District Director leads collaboration with campus diversity committees, Human Resources, and Faculty and Staff Associations to promote equitable hiring, inclusive professional development, and a welcoming climate for employees and students. The District Director, Culture, Inclusion, and Engagement also represents the District at state and national levels on diversity, culture, and inclusion initiatives and collaborates with the District Director, EEO, and Compliance for EEO, Title IX, and related compliance programs.

ESSENTIAL FUNCTIONS

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

Strategic Leadership and Planning

1. Develops and executes a District-wide vision and strategy for advancing organizational culture, inclusion, and engagement; consults with executive leadership and governance bodies on equity-centered decision making, policies, and programs.
2. Collaboratively develops and implements initiatives that align with the District's



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- Educational Master Plan and institutional goals.
3. Leads the development, implementation, and evaluation of programs designed to identify and eliminate inequitable practices, policies, and barriers affecting students and employees; promotes faculty and staff engagement by supporting employee associations and campus committees in advancing diversity, cultural inclusion, and engagement initiatives across the District.

Policy Development, Compliance, and Reporting

4. Collaborates with the District Director, EEO and Compliance.
5. Collaborates with Human Resources (HR) to develop and maintain the District's Equal Employment Opportunity (EEO) Plan and related reports.
6. Analyzes data and prepares comprehensive reports on workforce diversity, recruitment, and retention outcomes to support continuous improvement.
7. Ensures policies and practices are equitable, inclusive, and free from bias across hiring, promotion, and training processes.

Compliance and Equal Employment Opportunity

8. Works in collaboration and partnership with the District Director, EEO and Compliance. .
9. Collaborates with HR to develop and monitor the District's EEO Plan and recruitment strategies; ensures consistent application of equitable hiring practices across the District.
10. Partners and Co-Leads efforts with District Director, EEO, and Compliance in the areas of conflict resolution, conflict management, and oversees the District's Employee Mediation Program.

Training, Education, and Professional Development

11. Designs and delivers District-wide training, workshops, organizational interactions, and learning programs focused on cultural bias reduction; evaluates training outcomes using data-driven performance metrics to ensure accountability and program impact.
12. Builds organizational capacity through education or cultural competence, implicit bias, and equitable practices for faculty, staff, and administrators.
13. Collaborates with HR and campus professional development programs to embed equity principles into onboarding, performance management, and leadership development.
14. Provides coaching, consultation, and education to leadership, faculty, and staff on equity-minded practices.

Collaboration and Community Engagement

15. Chairs the District's EEO Advisory Committee; supports campus diversity committees in developing and implementing program goals.
16. Partners with Faculty and Staff Associates (FSAs) to promote inclusion, cultural awareness, and community-building initiatives.
17. Engages with external agencies, community partners, and regional organizations to represent the District's culture and inclusion efforts.
18. Promotes collaboration and alignment across District divisions to ensure consistent and effective implementation of equity-focused strategies.



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Communication, Research, and Assessment

19. Oversees District-wide communication strategies related to program initiatives, including web content, publications, and reports.
20. Conducts research and benchmarking to identify best practices in diversity leadership and institutional change.
21. Develops assessment tools and evaluation frameworks to measure progress on goals and cultural transformation.

Recruitment, Retention, and Workforce Diversity

22. Collaborates with HR in planning and implementing equitable recruitment, hiring, and retention strategies.
23. Reviews selection processes to ensure compliance with EEO laws and equitable access to employment opportunities.
24. Monitors demographic trends and workforce data to identify gaps and inform future strategies.
25. Leads initiatives that promote mentorship, career advancement, and retention of underrepresented employee groups.

Leadership and Staff Supervision

26. Supervises, trains, evaluates, and provides work direction to assigned professional and support staff; provides leadership and mentorship to foster professional growth.
27. Oversees departmental operations, including but not limited to budget planning, reporting, and resource allocation.

Administration and Oversight

28. Assists with the development of program budgets; manages budgets, oversees reporting, and ensures accurate data collection on program outcomes.
29. Oversees the content and compliance of the District's cultural, inclusion, and engagement websites and social media platforms.

Continuous Improvement and Professional Development

30. Engages in professional development opportunities to stay current on regional and national developments, laws, policies, and best practices.
31. Identifies and applies emerging strategies to District programs.

Diversity, Equity, Inclusion, and Accessibility (DEIA)

32. Leads initiatives that foster inclusion in professional learning programs for all employee groups District-wide.
33. Supports the success of a diverse workforce and student population through interculturally competent decision-making and conflict resolution.

General

34. Represents the Chancellor's Office and Human Resources on District and campus committees; serves as a subject matter expert (SME) and resource to participatory governance groups.



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35. Represents the District at state, regional, and national meetings, committees, task forces, and workshops related to the area of assignment.
36. Performs other related duties to support the operational objectives of the Human Resources Department.

WORKING RELATIONSHIPS

The District Director, Culture, Inclusion, and Engagement maintains frequent contact with the Chancellor and Chancellor's Staff, college presidents, vice presidents, deans, and District and campus administrators to coordinate the implementation of Districtwide training programs that support cultural, inclusion, and engagement initiatives and policies. The position interacts regularly with representatives of local, state, and federal agencies; employee association leadership; and collective bargaining representatives. The District Director also collaborates with academic and classified staff, governance committee members, and HR staff to support institutional goals related to compliance, employee relations, personnel matters, and District-wide initiatives.

MINIMUM QUALIFICATIONS

Education and Experience:

- Bachelor's Degree from a regionally accredited institution in organizational development, behavioral sciences, human resources, education, or related discipline; **AND**
- Four (4) years of increasingly responsible experience in organizational development, or related environment; **AND**
- Demonstrated experience working with diverse populations and leading equity-minded practices in hiring, personnel processes, and organizational development;
- **Or**, Any combination of education and experience which would provide the required equivalent qualifications of the position. **AND**
- 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

- Master's Degree in a related discipline.
- Experience facilitating cultural and inclusion dialogue and training programs.
- Management or leadership experience in a higher education or public agency environment.
- Familiarity with shared governance in higher education.
- Demonstrated leadership with cultural intelligence.
- Demonstrated experience fostering an inclusive and welcoming work or educational environment through equity-minded approaches in professional interactions with colleagues and students.



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KNOWLEDGE, SKILLS, AND ABILITIES

Knowledge of:

- Principles and practices of organizational change strategies.
- Laws, regulations, and policies related to EEO, ADA, and unlawful discrimination.
- Professional development and training trends in community colleges.
- Federal and California employment laws, Education Code, Title 5, and regulations governing public education and collective bargaining.
- Adult Learning Theory and principles to develop and deliver effective training.
- Human Resources management principles and best practices.
- Collective bargaining and contract interpretation.
- Administrative procedures, policy development, and participatory/shared governance in a multi-campus academic environment.
- Processes for developing board policies, administrative procedures, and presenting HR matters to governing boards.
- Public agency budgeting, fiscal accountability, and personnel management practices
- Use of human capital management systems (e.g., PeopleSoft, Banner) and HR analytics tools for planning and decision-making.

Skills in:

- Project management, organizational, and problem-solving skills.
- Educational training technologies, platforms, and programs.
- Designing and delivering training and professional development programs.
- Facilitating collaborative decision-making and building consensus among diverse stakeholders.
- Preparing and delivering clear, concise reports, proposals, and presentations to executive leadership and governing boards.
- Managing multiple priorities, responding to critical incidents, and adapting to rapidly changing environments.
- Using sound judgment, diplomacy, and discretion in handling sensitive personnel matters.
- Applying emerging technologies and data-informed strategies to human resources operations.

Ability to:

- Provide strategic leadership and operational oversight of District-wide training and educational programs related to the area of assignment.
- Partner at all levels of an organization with a capacity to influence a broad group of stakeholders and senior leaders without direct authority.
- Develop and conduct training and educational programs.
- Design, implement, and evaluate comprehensive training programs.
- Interpret, apply, explain, and ensure compliance with laws, policies, and regulations.
- Foster a culture of accountability, inclusion, and service excellence across campuses and departments.
- Lead and develop high-performing teams aligned with institutional goals and values.



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- Communicate effectively, both verbally and in writing.
- Establish and maintain effective working relationships with employees at all levels of the organization, including legal counsel, bargaining units, trustees, and external agencies.
- Support the success of a diverse workforce and student body through equity-minded leadership and decision-making.
- 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.

SPECIAL REQUIREMENTS, LICENSES, and/or CERTIFICATIONS

- Must meet and maintain the requirements of the position as outlined under applicable federal, state, and local laws, and Board policies.

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 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 in the course of work.

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.



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

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.