



NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT



Job Description

Job Title:	District Director, Professional Development	Salary Range:	22
Date Revised:	4/2/2026	Date Approved:	6/23/2026
THIS IS A DESIGNATED CLASSIFIED MANAGEMENT POSITION SUBJECT TO A SIX-MONTH PROBATIONARY PERIOD			

PRIMARY PURPOSE

Reporting to the Vice Chancellor of Human Resources, the District Director, Professional Development provides leadership and vision for District-wide professional development initiatives. The District Director designs, implements, and evaluates programs for faculty, classified professionals, and management personnel that align with institutional goals, advance equity and inclusion, and supports continuous organizational improvement.

The District Director, Professional Development oversees the Learning Management System (LMS), ensures integration of emerging technologies into training delivery, and collaborates across campuses to promote a culture of learning and growth.

DISTINGUISHING CHARACTERISTICS

The District Director, Professional Development is distinguished from other Human Resources management classifications by its specialized focus on creating and sustaining a comprehensive professional learning framework for a multi-college District. The District Director provides District-wide leadership for professional development activities that support all employee groups, while chairing and coordinating the District-wide Professional Development Committee and serving as a key resource to campus-based programs. The District Director also oversees and advances the District's Learning Management System and web-based professional learning opportunities, directing the design, curriculum development, and evaluation of training programs to ensure alignment with institutional goals and equity commitments.

The District Director, Professional Development, represents the District at state and regional levels, serving as a leader in professional and organizational development matters.

ESSENTIAL FUNCTIONS

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

Leadership and Program Direction

1. Provides vision, direction, and coordination for District-wide professional development programs.
2. Establishes goals and objectives aligned with District and state initiatives.
3. Chairs the District-wide Professional Development Committee and collaborates with campus professional development leaders.



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Program Design and Deliver

4. Develops, designs, and implements training programs, workshops, and leadership development activities.
5. Creates and evaluates training curricula; integrates emerging instructional and organizational development trends.
6. Facilitates orientation, mentoring, and coaching programs for faculty, staff, and managers.

Learning Management System and Technology Integration

7. Manages and oversees the District's Learning Management System (LMS) related to the area of assignment
8. Leads the development of online and web-based professional learning opportunities.
9. Identifies strategies to increase employee engagement with the LMS.

Evaluation and Reporting

10. Conducts needs assessments and surveys to guide professional development planning.
11. Collects and analyzes data on training outcomes and prepares reports for District leadership and the Board of Trustees.
12. Oversees program evaluation, performance indicators, and continuous improvement efforts.

Budget and Resource Management

13. Assists with budget development for assigned programs; authorizes expenditures and ensures fiscal accountability.
14. Oversees contracts, grants, awards, publicity, and related documents.
15. Builds partnerships with professional development leaders across higher education and state agencies.
16. Hires and collaborates with external consultants, vendors, and faculty to deliver specialized training.

Supervision and Staff Development

17. Supervises, trains, evaluates, and provides work direction to assigned staff.
18. Conducts performance evaluations, provides coaching, mentors, and fosters professional growth.

Diversity, Equity, Inclusion, and Accessibility (DEIA)

19. Leads initiatives that foster equity, diversity, and inclusion in professional learning programs.
20. Designs and delivers interculturally competent and equity-minded leadership development activities.
21. Supports the success of a diverse workforce and student population through interculturally competent and equity-minded policies, decision-making, and conflict resolution.



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General and Administrative Responsibilities

22. Represents Human Resources on District and campus committees; serves as a subject matter expert (SME) and resource to participatory governance groups.
23. Engages in professional development opportunities to stay current with best practices, policies, and laws.
24. Performs other related duties to support the operational objectives of the Human Resources Department.

WORKING RELATIONSHIPS

The District Director, Professional Development maintains frequent contact with the Chancellor and Chancellor's Staff, college presidents, vice presidents, deans, and the District and campus administrators to coordinate the implementation of Districtwide programs 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 HR initiatives.

MINIMUM QUALIFICATIONS

Education and Experience:

- Bachelor's Degree from a regionally accredited institution in training and development, education, organizational development, business, or related discipline; **AND**
- Five (5) years of increasingly responsible experience in professional development, organizational development or training, including three (3) years in a management or supervisory role; **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 designing curriculum and training programs using adult learning principles.
- Experience managing a Learning Management System.
- Familiarity with shared governance in higher education.
- Management or leadership experience in a higher education or public agency environment.
- 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 adult learning theory and organizational development.
- Professional development and training trends in community colleges.
- HR principles, laws, regulations, and best practices.
- Federal and California employment laws, Education Code, Title 5, and regulations governing public education and collective bargaining.
- Collective bargaining and contract interpretation.
- Principles of diversity, equity, inclusion, and accessibility (DEIA) and their application in employment practices.
- 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.
- LMS platforms, online learning tools, and educational technologies.
- 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 professional Development programs and operations.

Ability to:

- Provide strategic leadership and operational oversight of District-wide professional development activities.
- 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.
- Communicate effectively, both verbally and in writing.
- Lead and inspire a diverse teams.



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- 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. Be able to travel to campuses and other locations for meetings and deliver trainings.

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 high level as well as 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.



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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.

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.