



# North Orange County Community College District

invites applications and  
nominations for the position of



# Chancellor



## THE DISTRICT

Located approximately 40 miles southeast of Los Angeles, California, the North Orange County Community College District (NOCCCD) serves approximately 78,000 students annually at three institutions: Cypress College, Fullerton College, and North Orange Continuing Education. Students are able to shape their futures in programs leading to associate degrees, a baccalaureate degree, career education certificates, and transfer opportunities. Life-long learning is also possible in continuing education programs that range from high school completion and basic skills mastery through an array of career education training and self-developed courses. The District's geographic boundaries encompass 155 square miles, taking in most of north Orange County and a small portion of Los Angeles County. The District's service area includes 18 cities and communities and 16 school districts. The NOCCCD campuses serve an area of over one million diverse people. The student population demographics, District-wide are: Latinx 47.2%; Asian 17.7%; White 16.5%; African American 2.6%; Multi-Ethnicity 2.6%; Pacific Islander 0.3%; and American Indian/Alaskan Native 0.2%. The District is part of a regional higher education community that includes the California State University campuses at Fullerton and Long Beach, the University of California Irvine, and the Chapman University system.

## CHANCELLOR PROFILE

The Board of Trustees of the North Orange County Community College District invites applications and nominations for the position of Chancellor to replace Dr. Cheryl A. Marshall who will be retiring after a 30-year career in education and five years of service with the District.

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 Board seeks 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. It is a continuing goal of NOCCCD to hire and retain people who reflect the rich diversity of the District and its student body.

The position calls for an individual with a record of proven leadership skills combined with a passionate commitment to a 21st-century comprehensive community college mission and the ability to plan resource allocation to meet these goals during a period of dynamic change. The ideal candidate will be an innovative, energetic, and proven leader who understands the community college system and the dynamics of a large multi-campus community college district and is willing to make a long-term commitment to NOCCCD. The next Chancellor will be someone who is committed to equity, race consciousness, and social justice, providing a culturally responsive environment that provides outstanding educational opportunities for all students, employees, and surrounding 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.

## CHALLENGES AND OPPORTUNITIES

The District's current challenges and opportunities are described in the *Educational and Facilities Master Plan*, and the Financial Report and Budget found at the following links:

EFMP: <https://www.nocccd.edu/efmp>

2020-21 Proposed Budget and Financial Report: [https://www.nocccd.edu/files/2020-21-proposed-budget--v5-102820--final-website\\_01446.pdf](https://www.nocccd.edu/files/2020-21-proposed-budget--v5-102820--final-website_01446.pdf)

2020-21-proposed-budget--v5-102820--final-website\_01446.pdf

The newly developed District Strategic Directions are:

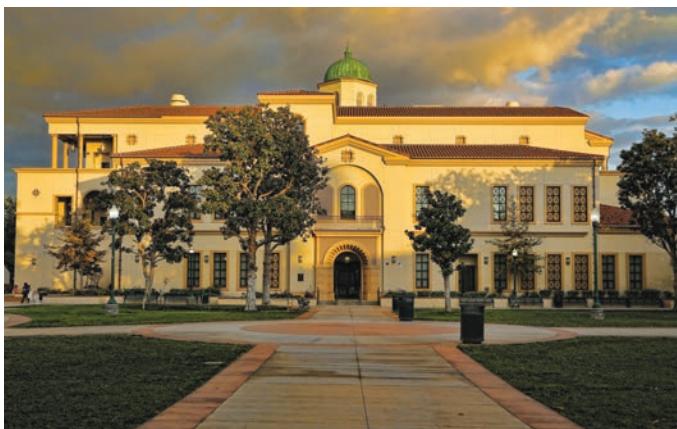
1) Student Experience and Success. NOCCCD will provide comprehensive support, equitable opportunities, co-curricular programming, and clear pathways to ensure that students achieve their educational and career goals.

2) Employee Experience. NOCCCD will provide an inclusive, equitable, and welcoming environment to support the wellbeing and professional growth of employees.

3) Stewardship of Resources. NOCCCD will promote a shared vision of responsible stewardship of District resources through transparent and inclusive decision-making and integrated planning.

4) Collective Impact and Partnerships. NOCCCD will develop and sustain collaborative projects and partnerships with educational institutions, community-based organizations, and business to create positive change in the region.

5) Physical Environment. NOCCCD will be a leader in creating accessible and sustainable facilities that support student and employee success.



## QUALIFICATIONS

### ***Minimum qualifications***

To fulfill the minimum qualifications for this position, the candidate must demonstrate that he/she satisfies 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 he/she satisfies 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.

## DESIRABLE CHARACTERISTICS

The Search Committee and the Board of Trustees will consider the following desirable characteristics in their selection of the next NOCCCD Chancellor.

### ***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 District-wide 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.

### **Communicates Effectively**

- 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 District-wide 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.

## **APPLICATION PROCEDURE**

Nominations and applications will be accepted until the position is filled. To be included in the first screening of applications, **the deadline is April 23, 2021, at 11:59 p.m. PST**. All inquiries, nominations, and applications will be held in the strictest confidence.

In order to receive consideration, applicants must submit a complete application consisting of the following:

- A letter of application, preferably no more than five pages, which provides examples from background and experience that address the Desirable Characteristics in this job announcement;
- A current resume of professional experience, educational background, and other pertinent information;
- Transcripts of graduate course work (unofficial transcripts may be submitted with application; candidates selected for employment will be required to provide official transcripts and verification of experience prior to the first day of service);

- A job description of your most recent position; and
- A list of eight references, including two supervisors, two subordinates (including one support staff member), two faculty (or equivalent) and two community members. Include business phone, cell phone and email addresses for each.

In order to be considered for the position all application materials must be submitted online. Go to <https://nocccd.peopleadmin.com/postings/4477> and follow the instructions to establish an account to submit your completed application packet.

The District does not accept resumes in lieu of applications. The District does not accept application materials by fax, email, or in person.

### **For confidential inquiries, contact:**

Dr. Joan E. Smith  
Community College Search Services  
(209) 566-5421  
[Joan.Smith@ccss.solutions](mailto:Joan.Smith@ccss.solutions)

Dr. Eva Conrad  
Community College Search Services  
(805) 660-1527  
[Eva.Conrad@ccss.solutions](mailto:Eva.Conrad@ccss.solutions)

### **For general inquiries regarding the application process, contact:**

Rosanne Gerardo  
District Office of Human Resources  
North Orange County  
Community College District  
714-808-4826  
[Rgerardo@nocccd.edu](mailto:Rgerardo@nocccd.edu)

### **NOCCCD is an Equal Opportunity Employer**

The North Orange County Community College District does not discriminate on the basis of ethnic group identification, national origin, immigration status, religion, age, sex, gender, gender identification, gender expression, military and veteran status, marital status, medical condition, race, color, ancestry, sexual orientation, physical or mental disability, or any other characteristic protected under applicable federal or state law.

NOCCCD values a diverse workplace and encourages the following communities to apply: Black, Indigenous, People of Color (BIPOC), LGBTQ+, women, veterans, and individuals with disabilities.

## SELECTION PROCESS

A search committee representing the constituencies of the District will evaluate applications and select a limited number of candidates for an initial interview. Applicant screening will begin in early May with initial interviews currently scheduled on June 2 – 4, 2021. Candidates selected for further consideration will be invited to interview with the Board of Trustees and participate in open campus forums.

## COMPENSATION

This is an executive position that offers a competitive salary and benefits package, including participation in the California State Teachers Retirement System.



## Fullerton College

The ideal candidate will share Fullerton College's commitment to diversity, equity, and inclusion. Fullerton College offers a radically student-centered culture that is inclusive and welcoming to all. The student body is incredibly diverse, with more than 55.5% Latinx, 19.3% Caucasian, 14.8% Asian/Pacific Islander, 0.24% American Indian/Alaskan Native, and 3.2% African American. Additionally, students from more than 40 countries enroll in our International Student Program each year. The College believes in a multicultural learning experience where faculty and staff from diverse backgrounds can contribute to the development of our students.

Fullerton College is the oldest community college in continuous operation in California. Since our first class in 1913, the College has become one of the most successful community colleges in the nation. Our high transfer and graduation rates, rich academic programs and radically student-oriented approach equip students with the skills and resources they need to succeed. Each year, thousands of students transfer to the CSU and UC systems as well as to private colleges and universities throughout the nation. Notably, during 2017, Fullerton College was ranked

as the number one community college in California in transfers to the California State University (CSU) system.

Fullerton College is designated as a Hispanic-Serving Institution and is eligible for designation as an Asian American and Native American Pacific Islander Serving Institution (AANAPISI). Fullerton College proudly offers many programs to serve and support our diverse student body, including Puente, Umoja, Student Diversity Success Initiative, INCITE, Extended Opportunity Programs and Services (EOPS) Foster Youth Initiative, Disability Services, and a Veterans Resource Center. The College also provides many avenues of support for our faculty and staff through networks that include the Latino, Asian/Pacific Islander, Black, and LGBTQ Faculty and Staff Associations.

Fullerton College offers a comprehensive array of student services programs and academic and career pathways designed to achieve our campus strategic goals related to access, retention, persistence, and student success initiatives on campus. The College is developing an implementation plan for Guided Pathways and has robust partnerships with local high school districts.

The Fullerton College campus community is dedicated to our core values of Community, Diversity, Equity, Excellence, Growth, Inclusivity, Innovation, Integrity, Partnership, Respect and Responsibility. More information can be found at [www.fullcoll.edu](http://www.fullcoll.edu).

## Cypress College

The ideal candidate will share Cypress College's commitment to diversity, equity, and inclusion. Cypress College truly embodies an inclusive learning culture. The student body is incredibly diverse, with over 46% Latinx, 24% Asian/Pacific Islander, 16% Caucasian, 4% African American, and 0.18% American Indian/Alaskan Native. Students from over 30 countries join our International Student program every year. The College believes in a multicultural learning experience where faculty and staff from diverse backgrounds can contribute to the development of our students.

Cypress College is ranked third in the nation (among community colleges between 5,000 and 15,000 students) for the quality of faculty/teaching and first in California (out of 114) in the 2018 and the 2020 Best Community Colleges report by Niche.com. Cypress College epitomizes an environment of academic excellence, underscored by our 53% completion rate, a full 7% higher than the state average. Whether it is vocational studies such as our T-TEN program,

a collaboration with Toyota Motor Corporation ranked #1 in the nation, or academic programs, such as English and ESL, where the success rate of our students is 15% higher than statewide averages, Cypress College sets the benchmark for excellence. Cypress College is designated as a Hispanic Serving Institution and is eligible for designation as an Asian American, Native American Pacific Islander Serving Institution (AANAPISI), Cypress College is proud of its many programs that serve our diverse student body, such as the (STEM2), Legacy and Puente programs. The College provides many avenues of support for our faculty and staff through networks that include the Latino, Asian/Pacific Islander, Black, and LGBTQ Faculty Staff Associations.

College employees are guided by the five core values of Excellence, Integrity, Collegiality, Inclusiveness, all centered by our value of Equity. We are a Guided Pathways institution, and received an HSI Title V grant in 2019 for further development of our Guided Pathways which is grounded in equity-minded practice. Our comprehensive Student Services programs support and enhance our strategic goals related to access, retention and persistence initiatives on campus. In partnership with instructional faculty, our student services staff and faculty strive to implement innovative strategies to ensure all students succeed and experience a culturally relevant environment on campus.

Cypress College is committed to ensuring we are an anti-racist institution, while ensuring all students are supported on their academic journey. At Cypress College, we anchor all of this with our promise to our students and colleagues that "We Take This Journey Together." We invite you to be a part of this celebrated and diverse community of learners where we put students first. More information can be found at [www.cypresscollege.edu](http://www.cypresscollege.edu).

## **North Orange Continuing Education**

The ideal candidate will share NOCE's commitment to diversity, equity, and inclusion. NOCE truly embodies an inclusive learning culture. The student body is very diverse, with over 37% Latinx, 25% Caucasian, 18% Asian/Pacific Islander, 2% African American, and 0.16% American Indian/Alaskan Native. NOCE believes in a multicultural learning experience where faculty and staff from different backgrounds can contribute to the development of our students.

NOCE is proud of its many noncredit and community services programs that meet the needs of its unique student body. NOCE strives to implement innovative strategies to ensure all students succeed and experience a culturally relevant environment on campus. The school provides many avenues of support for faculty and staff through networks that include the Latino, Asian/Pacific Islander, Black, and LGBTQ Faculty Staff Associations.

Employees of NOCE are dedicated to the core values of Excellence, Integrity, Collegiality and Inclusiveness. We invite you to be a part of this celebrated and diverse community of learners where we put Students First. More information can be found at [www.noce.edu](http://www.noce.edu).

## **District Services**

Under the leadership and direction of the Chancellor, District Services provides District-wide coordination and support in the areas of Educational Services and Technology, Equity and Diversity, Finance and Facilities, Human Resources, Information Services, and Public and Governmental Affairs. More information about District Services can be found at <https://www.nocccd.edu/departments>.

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## **Board of Trustees:**

Ryan Bent · Stephen T. Blount · Jeffrey P. Brown · Barbara Dunsheath, Ed.D · Ed Lopez · Jacqueline Rodarte · Evangelina Rosales · Ester Plavdjian, Cypress College Student Trustee · Chloe Reyes, Fullerton College Student Trustee