

## **VICE CHANCELLOR OF EDUCATIONAL SUPPORT SERVICES**

### **DEFINITION**

Under the direction of the Chancellor, coordinates the development of the District's Strategic Direction and Priorities, oversees the District's planning, institutional effectiveness, support services, and accreditation, with a focus on creating and sustaining equitable processes. Provides direction and oversight for departments and functional support areas to include Institutional Research and Planning, Information Technology and Human Resources; coordinate and facilitate the efforts of the colleges to assure proper Districtwide implementation, monitoring, review and evaluation of assigned programs and services. Receive limited supervision within a broad framework of standard policies and procedures.

### **SUPERVISION RECEIVED AND EXERCISED**

The Vice Chancellor of Educational Support Services reports directly to the Chancellor and is a member of the Chancellor's Cabinet.

Provides direct supervision over managers, directors and administrative support staff.

### **ESSENTIAL DUTIES AND RESPONSIBILITIES (by functional area)**

*Candidates should demonstrate successful experience in two or more of the following functional areas (Institutional Research, Information Technology, Human Resources) in their application materials:*

#### **INSTITUTIONAL RESEARCH AND PLANNING**

Planning and Assessment:

- Leads the development and refinement of planning products to include: the Mission Statement, Values, Institutional Code of Ethics, Educational Master Plan, annual Strategic Direction, and Priorities.
- Gather, analyze and summarize information for projecting long-range program need; identify program implications for each college.
- Provides leadership and oversight for the implementation of institutional effectiveness and strategic initiatives
- Provide leadership for strategic and integrated planning for the District.
- In collaboration with the colleges, support the planning and implementation of district initiatives such as Guided Pathways, AB 705, Student Equity and Achievement Program, and meeting the goals of the Vision for Success.

Research:

- Oversees the development and implementation of advanced data analysis models for better predictive measures in key areas of the institution with the goals of maximizing student achievement and eliminating student achievement gaps.

- Presents findings of data analysis to interested parties including but not limited to: Board of Trustees, Chancellor and cabinet, administration, faculty and staff (including constituent groups), and students.
- Supports and collaborates with stakeholders in various operational areas on aspects of District research, data analysis, strategic planning, etc.

**Accreditation:**

- Serves as the administrative lead for the District's contribution to the development of the Institutional Self-Evaluation Report (ISER) as well as other reports, e.g. Mid-Term Report, required by the Accrediting Commission for Community and Junior Colleges (ACCJC).
- Supports the colleges in coordination of ACCJC site visits to include coordinating dates, schedules, and logistical support.

**INFORMATION TECHNOLOGY**

- Oversees the Information Technology (IT) area, ensures that IT priorities are aligned with District priorities and works with area leadership to leverage digital innovations to improve the effectiveness and efficiency of District processes.
- Ensures coordination between Information Technology and Institutional Research to maximize institutional effectiveness and efficiency.

**HUMAN RESOURCES**

- Oversees the Human Resources (HR) area and the Title IX Office, ensures that HR priorities are aligned with District priorities and works with area leadership to improve the effectiveness and efficiency of District processes.
- Counsel employees and administrators on policy and procedural matters including employment rights, classification, employment standards, benefits and nondiscriminatory practices.
- Serve as chief spokesperson and/or assist in negotiating and administering labor contracts between the district and designated employee bargaining units.
- Provides overall leadership and coordination of recruitment and employment practices that promotes diversity and EEO compliance. Assess staffing levels and develop District staffing plan in alignment with District strategic plan.
- Oversees legal issues related to human resources and serve as a liaison with legal firms providing counsel. Responsible for receipt and management of investigations alleging unlawful discrimination and employment-related complaints and management of associated litigation.

**General Administrative Duties:**

- Participate in the Chancellor's Cabinet and advise the Chancellor on board items and management issues related to the programs and services of the district, including assisting in the development of policies and procedures related to areas of responsibility.
- Train, supervise and evaluate assigned staff as required by district policies and procedures; maintain open communications with subordinates to assure a free flow of ideas throughout the organization; make recommendations regarding the selection, discipline, counseling and termination of assigned staff.

- Communicate and interpret District policies and procedures to district administrators, faculty and staff; communicate with government agencies and other education institutions to identify and research issues, interpret and explain policies, provide technical expertise and exchange information.
- Direct districtwide technical services including data processing necessary to support and implement the instructional and student services programs; facilitate the expansion of international and multi-cultural programs.
- Assure the timely preparation, maintenance and distribution of reports and records as required by federal, state, local and district regulations; inform the Chancellor and district staff of the status of assigned functions, programs and services.
- Represent the district on appropriate district, college, state and other committees in the area of responsibility; attend regional, state, and national meetings which relate to the Educational Support Services operation of the District.
- Review and recommend legislation which could benefit the district and its population; maintain liaison with appropriate government agencies and national organizations.
- Perform other related duties.

### **TYPICAL WORKING CONDITIONS**

- Work is generally performed in a standard office environment.
- Work may require evening and weekend hours.

### **MINIMUM QUALIFICATIONS**

#### **Education and Experience:**

Any combination of education, experience and/or training that would likely provide the required knowledge, skills, and abilities is qualifying. Typical background patterns that would provide the knowledge, skills, and abilities are:

**Minimum Education:** Possession of a master's degree from an accredited college or university in education, educational administration or related field. An earned doctorate or other equivalent terminal degree is preferred;

**Experience:** Five (5) years of demonstrated successful instructional and leadership experience in two or more the following areas: academic administration, institutional planning and research, information technology, human resources, diversity, student equity, and pertinent federal/state laws and regulations; Two (2) years in an administrative management capacity (Vice President, Senior Director or equivalent position). Management experience in higher education preferred.

Demonstrated cultural competency, sensitivity to and understanding of the diverse academic, socioeconomic, disability and ethnic backgrounds of community college students, faculty and staff.

**Knowledge and Abilities:**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The knowledge and skill requirements are representative of essential duties. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential functions of the position.

**Knowledge of:**

- Effective management, coordination and leadership in planning, research, evaluating, monitoring, maintaining and expanding institutional support programs in an educational setting;
- Principles of current issues in higher education programs at a community college district; including planning, research, information technology and human resources management
- Common computer manufacturer hardware, software and operating systems and the application of micro-computing technology, applications software and hardware in a distributed environment.
- Principles and practices of human resources management including: collective bargaining, recruitment, compensation and benefits administration (including leaves and workers' compensation), performance management and records management in the public sector;
- Principles and techniques used in the analysis and evaluation of instructional services and programs.

**Ability to:**

- Plan, organize, direct, administer, review, evaluate assigned programs and services and formulate program policy to implement the district's mission, goals and objectives in accordance with local, State and federal law.
- Learn, use, and implement new technologies as tools for learning, teaching, administering, and generally improving the work area or scope of work.
- Make sound, educated decisions; ability to work independently; ability to plan, organize, control, and direct operations and activities involved in the research, review, analysis, interpretation and reporting of data and information used in assessing institutional effectiveness.
- Communicate effectively with diverse constituencies, within and outside the district.

**Licenses and Certificates:**

Possession of valid California Motor Vehicle Operator's License.

**Physical and Mental Standards:**

- **Mobility:** ability to sit for long periods, move about an office, stand occasionally, reach above and below desk level.
- **Dexterity:** fine manipulation sufficient to operate a keyboard, handle individual papers, write and take notes.
- **Lifting:** occasional lifting of papers, files, equipment and material weighing up to 25 pounds.

- **Visual Requirements:** close vision sufficient to read files, documents, and computer screens and do close-up work; ability to adjust focus frequently.
- **Hearing/Talking:** ability to hear normal speech, speak and hear on the telephone, and speak in person.
- **Emotional/Psychological Factors:** ability to make decisions and concentrate; frequent contact with others including some public contact; frequent deadlines and time-limited assignments.

*Class Adopted: August 2019*

*Class Amended:*