

ASSISTANT SUPERINTENDENT/VICE PRESIDENT FOR INSTRUCTION

GENERAL DESCRIPTION OF CLASS

Under the direction of the Superintendent/President, the Assistant Superintendent/Vice President for Instruction leads the overall design, organization, delivery, supervision, evaluation, and fiscal management of the educational programming of the District. Provides collaborative and decisive leadership, motivation, and direction for teaching excellence and student learning to promote academic success. Builds bridges with the College, its faculty and staff in order to respond to the educational needs of students and the community at large. Assures academic excellence in both ongoing and developing educational programs. Supervises administrative team, faculty, and staff within a broad framework of standard policies and procedures. Develops partnerships with business, industry, government, schools, colleges, and other agencies to plan and implement the highest quality and currency in educational programs. Ensures compliance with local, state, and federal laws and regulations. In addition to the specific Vice Presidential duties, the Assistant Superintendent acts as the senior-most Vice President, and, as such, shares broad institutional responsibilities with the Superintendent/President.

REPRESENTATIVE DUTIES: The duties recorded below are representative of the duties of the class and are not intended to cover all the duties performed by incumbent(s) of any particular position. The omission of specific statements of duties does not exclude them from the position if the scope of work is similar, related or a logical assignment to this class. The essential duties of the class are indicated with an asterisk *.

BASIC FUNCTION: The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

1. Serves as Chief Instructional Officer of the District. Provides strategic vision, policy analysis, and organizational support to instructional programs and services and sets the tone for advancing the economic growth and global competitiveness of the District through education, innovative collaborations, training and services, and strategic business partnerships.*
2. Serves on the Superintendent/President's Leadership Team. Leads, analyzes, anticipates, and envisions the needs of the District from a district-level instructional perspective. Exercises sound judgment, makes decisions, and solves problems quickly based on experience, alternatives, research, and information as well as how one decision influences and impacts another outcome. *
3. Establishes and effectively communicates goals and action priorities that support the District's mission and learning objectives. *
4. Administers the overall design, organization, delivery, supervision, evaluation, and fiscal management of District's instructional programs in accordance with established philosophy and policies. Coordinates and analyzes the effective integration of program design while maintaining fiscal efficiency. *
5. Inspires and encourages innovation in teaching and learning. Promotes and ensures high quality instructional programs and services consistent with accreditation standards and best practices. Leads the development, planning, designing, implementation, and continuous refinement of the District's instructional offerings.*
6. Strategically initiates long-range planning for the District's educational plan that supports the needs of the community. Ensures that instructional programs, activities, and opportunities are current, responsive, balanced, innovative, and effective in the areas of general, transfer, vocational, and developmental education, including non-traditional programs and courses as

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- well as basic skills and workforce initiatives. Directs and approves the preparation and revision of the college catalog, class schedules, and faculty handbook. *
7. Serves as the District's accreditation liaison officer. Ensures that action plans and program review processes for academic and instructional support programs are completed and evaluated in a thorough and timely manner and those results are integrated into the strategic staffing, facilities, and budgetary planning processes of the district.*
 8. Leads and inspires vision to curriculum development for the District. Leads and directs systematic processes for evaluating curriculum adequacy and effectiveness. Facilitates the development of new programs, courses, and curriculum revisions in conjunction with academic deans and directors. Initiates feasibility studies and the development of new curriculum areas that are clearly derived from student and community needs.*
 9. Provides leadership in building and maintaining articulation and collaborative activities with other institutions (K12 and higher education), public agencies and boards, as well as with business and industry. Develops partnerships with community organizations that support the District's mission and goals.*
 10. Initiates, researches, and develops enrollment management strategies. Works with Instructional and Non-Instructional Deans to allocate teaching units, maximization of Weekly Student Contact Hours, and balancing general education, basic skills, transfer, adult and vocational education. Provides instructional support of the enrollment management process by ensuring the College provides coursework that meets the needs of students and within budget and staffing limitations. *
 11. Leads, supervises, develops, and supports instructional administrators and staff through appropriate hiring, evaluation, retention, and succession management. Sets expectations for performance and standards of excellence consistent with established district goals and objectives. *
 12. Understands and is committed to serving our diverse student population and ensuring equity and inclusion in our instructional program offerings and diversifying faculty demographics.*
 13. Understands funding models and directs budget development with academic deans and directors. Prioritizes budgets as they relate to needs of divisions and services to support the goals of the District and assures fiscal accountability. *
 14. Oversees Institutional Research. Assesses data related to instruction and student services and assumes responsibility for the preparation and submission of reports required by local, state and federal agencies. Establishes and maintains relationships, provides leadership and coordination with the California Community College Chancellor's Office in matters related to instruction as well as institutional research.*
 15. Ensures compliance with federal and state regulations, Education Code, Board policies and procedures. Initiates recommendations of revisions to, and provides leadership in the development of, those policies and procedures related to the educational programming of the District. Assists in developing new or revised policies and formulating strategies to improve the performance and function of the District. Assures that the highest legal and ethical standards are maintained and clearly communicated to subordinate personnel. Works with legal counsel for issue interpretation, advice and/or action as needed. *
 16. Works collegially with participatory governance committees, college personnel, and constituencies in accordance with board policies and collective bargaining agreements of the district. *
 17. Works cooperatively and provides leadership to the development of partnerships with business, industry, government, schools and colleges and other agencies in the planning and implementation of educational and student support programs. Initiates and fosters successful business relationships with other educational entities, public and private sector agencies, and the community at large. *
 18. Represents the college in economic development and community-based partnerships,

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working closely with community leaders and business and industry groups to maintain and enhance the role the college plays in the economic development of the community. Attends a variety of meetings, special events, and collaborative initiatives as opportunities present themselves or are created by the Vice President for Instruction. *

19. Acts as the Superintendent/President's official representative in their absence.*
20. Contributes to the overall strategic planning for the college district as part of the executive leadership team.*
21. Represents the college to the local community, external agencies, and other educational institutions.*
22. Provides leadership for establishing multi-year tactical and annual operational goals designed to implement the strategic goals of the Superintendent/President and the Board of Trustees.
23. Serves as a college liaison to the California Community College Chancellor's Office (CCCCO);
24. Chairs or co-chairs various college committees and councils.*
25. Represents the college at statewide committee meetings and through professional organizations.*
26. Reviews legislation affecting the college and advises the Superintendent/President.*
27. Prepares materials and reports for the Board of Trustees.*
28. Assumes other institutional responsibilities as directed by the Superintendent/ President.*
29. Serves on relevant campus-wide committees including College Council, Planning and Budget, Enrollment Management and Curriculum Committee. Leads Learning Council.
30. Makes written and oral presentations on behalf of the District.
31. Performs other related duties as assigned.

MINIMUM QUALIFICATIONS

EDUCATION/EXPERIENCE:

- Master's Degree in an appropriate discipline from an accredited college or university; **AND**
- Three (3) years of formal training, internship or leadership experience reasonably related to the administrator's administrative assignment.

CERTIFICATES, LICENSES, REGISTRATION, SPECIAL AND/OR OTHER REQUIREMENTS:

- Hold and maintain a valid driver's license throughout duration of employment with the District.

DESIRED QUALIFICATIONS:

- Doctorate degree from an accredited college or university.
- Five (5) years of successful community college administrative experience within the area of instruction or equivalent.
- Teaching experience at the community college level or equivalent.
- Experience in the negotiations process.
- Experience with both academic and occupational education programs in public education.
- Experience with a variety of delivery methods of instruction including distance education.
- Experience setting up college centers/ancillary instructional centers.
- Demonstrated commitment to student equity and diversity and inclusion.

KNOWLEDGE, SKILLS, AND ABILITIES: (May be acquired through education, training and/or experience.)

Knowledge of:

- The mission of the California Community College System
- Teaching and learning strategies

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- Professional communication strategies
- Executive level leadership strategies
- Using Online Educational Resources (OER)
- Leading the development and implementation of instructional programs
- Implementing enrollment management strategies
- Representing and advocating for the District at the state-wide level
- Analyzing and preparing complex board agenda items
- Working cooperatively and developing partnerships with business, industry, government, schools, colleges and other agencies
- Applying technological applications
- Serving the diverse student population of the community colleges; commitment to access, success and equity
- Evaluating instructional programs
- Working with collective bargaining agreements contract management and negotiations
- Integrated planning and shared governance

Ability to:

- Communicate effectively with diverse constituencies within and outside the district
- Plan, organize, direct, administer, review and evaluate assigned functions
- Formulate policy and procedure recommendations, which will implement the district's plans and other goals and objectives in accordance with local, State and federal laws and the needs of the college community
- Analyze complex financial, statistical and narrative data and develop appropriate plans and recommendations
- Prepare complex reports, describe them to multiple stakeholders
- Provide timely updates on assigned projects and programs and district finances
- Ensure the integrity of assigned functions, including district budget and accounting systems and information
- Train, supervise and evaluate the performance of assigned personnel
- Communicate effectively both orally and in writing continuously with the Superintendent/President and other stakeholder groups
- Establish and maintain effective and cooperative working relationships with others.
- Interpret, apply and explain district policies and legal regulations and requirements
- Delegate authority and responsibility to subordinates effectively
- Work under ambiguous and changing conditions
- Work with multi-cultural constituents

RELATIONSHIPS WITH OTHERS:

All classifications of faculty, staff, and administration at Butte College; members of the Board of Trustees; attorneys; insurance administrators; executive management and staff from other educational institutions; general public.

SUPERVISION EXERCISED and/or RECEIVED:

Provides direct supervision to managerial staff and confidential personnel.

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

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accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Physical Demands**

While performing the duties of this classification, the incumbent is regularly required to sit, walk, and/or stand, speak or hear, both in person and by telephone. Use hands repetitively to finger, handle, feel or operate standard office equipment; reach with hands and arms; and occasionally lift and carry up to 25 pounds. must frequently sit and/or stand for long periods of time; dexterity of hands and fingers to operate a variety of computer and office equipment, The incumbent may be required to bend at the waist, kneel and/or crouch; move about the college or District site(s). 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.

- **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.

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.

Butte Glenn Community College District (BGCCD) IS AN EQUAL OPPORTUNITY EMPLOYER:

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.

Butte Community College District is committed to creating a diverse workforce focused on equity, inclusion, and accessibility for all faculty, staff, administrators, managers, and students. The District is dedicated to building an environment that supports our diverse student populations providing opportunities to mentor, encourage, and prepare our students to be successful in the world and expose them to global perspectives. Our District community of professionals is devoted to enriching our students' lives by bringing to light a variety of ways to engage and discover their individual and collective paths through education.

BGCCD is committed to the principles of equal employment opportunity. It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunities and are not subject to discrimination in any program or activity of the District on the basis of ethnic group identification, race, gender, color, language, accent, citizenship status, ancestry national origin, age, sex, religion, sexual orientation, gender identity,



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parental status, marital status, veteran status, physical or mental disability or medical condition, or on the basis of these perceived characteristics.