

**DEPUTY DIRECTOR, NORTH FAR NORTH REGIONAL CONSORTIUM****GENERAL DESCRIPTION OF CLASS**

Under the administrative direction of the Executive Director, develops, directs, and manages a comprehensive and complex plan for implementing workforce and economic development partnerships. Acts as liaison to regional voting members and community colleges with external partners, such as adult education, workforce boards, and workforce agencies. Works collaboratively to develop effective partnerships within the North Far North (NFN) that lead to shared resources and expands community college access to diverse populations. Performs related work as required.

**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 \*.)

1. Provides coordination and function as a point of contact for NFN Colleges to address emergent needs to be addressed by regional leadership. \*
2. Oversees the outreach and strategic partnership needs of the North Far North Regional Consortium and the implementation of assigned regional and state projects. This includes providing project leadership, consultation/support services and communicating about regional partnerships. \*
3. Develops and maintains effective and engaging external regional collaborative partnerships. \*
4. Works cooperatively with community college, university, K-12 administrators and teachers to initiate and administer successful regional partnerships of CTE programs, activities and services. \*
5. Communicates with K-12, Institutions of Higher Education and agency/business partners by sending correspondence and holding meetings to oversee planning and decision-making activities for applicable grants and projects in order to keep stakeholders accurately informed. \*
6. Develops comprehensive marketing plans for (Career Technical Education) CTE grants, and regional projects as needed and/or required; coordinate with the Executive Director and NFN voting members to develop marketing materials and determine appropriate media for defined target market groups. \*
7. Establishes and implements long and short-term goals and objectives for regional projects and CTE grant programs and projects. Ensures they are closely tied to the mission, vision and strategic initiatives of NFN and the supported service area; ensures timely completion and adjusts as appropriate. \*
8. Serves as liaison within the supported service area of the NFN community; provides information and referrals within the context of maintaining cooperative relationships with regional and statewide CTE partners. \*
9. Develops, maintains, and grows regional, state, and national-level relationships with economic development organizations, workforce development boards, youth councils, restorative justice programs, intermediaries, industry associations, and facilitates connection as needed with Director(s) of Employment Partnership personnel. \*
10. Provides support and assistance to the Executive Director, NFN, K-14 TAP (Technical Assistance Provider), and Program Coordinator as needed; maintains a variety of standard and specialized records and files; maintains spreadsheets and databases; generates sensitive and complex reports and documents. \*

11. Facilitates meetings and workshops; makes presentations and represents NFNRC at regional events to promote NFNRC's mission and goals; provides information and assistance regarding NFNRC grants, programs, partnerships and service areas. \*
12. Convenes, facilitates and collaborates with Director of Employer Partnerships (DEPs) , community colleges and workforce and economic development agencies on regional workforce development strategies, programs and engagement; facilitates development of outreach to member organizations.\*
13. Provides responsible staff assistance, technical and administrative support, and professional expertise to assigned projects and workgroups; coordinates the development and implementation of goals, objectives, and priorities; develops, monitors and tracks action plans, process improvements or program enhancements and validates required deadlines are met. \*
14. Provides day-to-day leadership and works with administrators, faculty and staff to ensure a high-performance, service-oriented work environment that supports achievement of the NFNRC mission, objectives and values; promotes workplace diversity, inclusion, cultural competency and a positive work environment. \*
15. Assists with the development, coordination, and implementation of the annual regional plan, in partnership with the Executive Director, regional staff and regional leadership. \*
16. Serves on a variety of District committees, statewide workgroups and national committees as requested.
17. Performs other duties, related to the position, as assigned.

## **MINIMUM QUALIFICATIONS**

### **EDUCATION/EXPERIENCE:**

- A Bachelor's degree from an accredited college or university in business, communication, educational leadership or a related field; **AND**
- Two (2) years of experience leading complex organizations or educational institutions, guiding strategic planning, developing and implementing comprehensive and complex career education or workforce development initiatives; **AND**
- One (1) year of experience in a senior level management position.

\*Bachelor's Degree education equivalency is a 1 to 1 equivalency, one year of responsible work experience related to the classification for each full year (24-30 units) of college.

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

- Required to hold and maintain a valid driver license.
- Travel is required.

### **DESIRED QUALIFICATIONS:**

- Master's Degree.
- Experience leading and managing multiple complex projects in an education setting or in a non-profit context.
- Recent successful grant development and monitoring experience, preferably in an education setting.
- Experience developing and maintaining multiple constituency collaborations and relationships.
- Experience involving work with community groups and governmental entities.

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

- District policies and procedures; laws and ordinances pertaining to the specific responsibilities of the position.
- Community college data and data tools used to assess student outcomes, program performance, and labor market information.
- Personnel and budget management principles, procedures, and strategies.
- Principles and methods of program planning, including program review and the development and evaluation of student learning, service area, or program learning outcomes.
- Public relations, group presentations, and effective communication in a diverse environment.
- Gathering and analyzing data and making relevant recommendations based on that analysis.
- Public speaking, workshop development, and group facilitation principles and practices.
- California Community College Strong Workforce program, career and technical education programs, responsive training, and contract education.

**Ability to:**

- Interpret, implement and apply District policies, rules and regulations; analyze and ensure compliance with regulations, rules, codes, contracts and applicable law.
- Conduct meetings, facilitate groups and workshops.
- Instruct practitioners on how to use data tools to assess outcomes and program performance.
- Develop and administer a comprehensive program work plan, budget, and outcomes.
- Establish and maintain collaborative working relationships with industry, faculty, staff, students, and the public.
- Be sensitive and committed to meeting the needs of the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of the student/community population.
- Use computer software for word processing, spreadsheets, databases, and presentations.
- Work independently with an emphasis on detail; effectively and fluently use computers and a variety of hardware and software programs to perform advanced-level document production including creating charts, establishing and maintaining databases, utilizing list serves, calendaring systems, web sites, cloud-based systems for sharing documents and creating spreadsheets; research and analyze data and prepare clear and concise reports and recommendations.
- Communicate clearly, concisely, and effectively both orally and in writing with industry, students, staff, faculty, outside agencies, and the public.
- Travel to off-campus functions and transport presentation materials and equipment.
- Organize and conduct special events in conjunction with other college departments and programs.

**RELATIONSHIPS WITH OTHERS:** The incumbents in this class are in daily contact with department, college, District faculty, staff, administrators, students, vendors, and the public, as needed.

**SUPERVISION EXERCISED and/or RECEIVED:**

Provides direct supervision to classified staff.

The incumbents in this class receive general supervision from the assigned manager or other administrative superiors. Supervision is provided regarding interpretation and application of District, college, and/or department policies and procedures, applicable state and/or federal regulations. Work is usually performed independently and reviewed by supervisors as needed to ensure accuracy, completeness and compliance with practices and regulatory standards. Incumbents in this class follow policies and guidelines as outlined by the District, college and/or departmental procedures, policies, and directives.

**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 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. The incumbent will be required to travel.

- **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.



Class Code: L310.100

Salary Range – MSC Range 14-Exempt

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