



MANAGER, EMPLOYEE EXPERIENCE & DEVELOPMENT

GENERAL DESCRIPTION OF CLASS

Under general direction of the Director of Human Resources, plans, organizes, manages, and evaluates districtwide learning, professional development, onboarding, talent acquisition, and organizational development programs supporting faculty, classified professionals, administrators, and student employees. Provides leadership to ensure compliance with Title 5 regulations, Education Code requirements, Equal Employment Opportunity (EEO) standards, accreditation expectations, and collective bargaining agreements.

Leads employee learning and development initiatives designed to support institutional effectiveness, workforce readiness, leadership development, employee engagement, diversity, equity, inclusion, accessibility, and student success. Oversees districtwide professional development activities, recruitment and onboarding programs, training compliance systems, and assigned staff. Serves as the District's lead administrator for professional development programs, including planning, implementation, compliance, assessment, and continuous improvement of employee learning and development opportunities for all employee groups.

DISTINGUISHING CHARACTERISTICS

This is a management-level classification responsible for the strategic planning, implementation, administration, and evaluation of districtwide learning, development, and talent acquisition programs. The incumbent exercises independent judgment and decision-making authority within established policies and provides direct supervision over assigned staff and programs. This classification serves as the District's primary administrator for professional development, employee learning, onboarding, leadership development, and employee engagement initiatives and is responsible for districtwide compliance related to training and professional development activities.

This is a confidential position as defined in the Government Code, Section 3540.1 "Confidential employee" means any employee who, in the regular course of his or her duties, has access to, or possesses information relating to, his/her employer-employee relations.

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

1. Provide strategic leadership for the planning, implementation, administration, and continuous improvement of districtwide professional development and learning programs. *
2. Develop and oversee learning opportunities that support employee growth, leadership development, institutional effectiveness, compliance, and student success.*



3. Collaborate with faculty, staff, administrators, and governance groups to identify development needs and establish learning priorities.*
4. Evaluate program effectiveness and implement improvements based on participation, assessment data, and organizational needs.*
5. Develop and implement programs supporting employee onboarding, engagement, retention, career development, and organizational effectiveness.*
6. Coordinate employee feedback initiatives, including onboarding assessments, engagement surveys, exit surveys, and related action-planning efforts*.
7. Develop and promote internal learning opportunities utilizing District subject matter experts and existing institutional resources.*
8. Support employee development, succession planning, and leadership readiness initiatives.
9. Oversee districtwide recruitment and onboarding activities.*
10. Supervise recruitment staff and monitor recruitment processes to ensure legal compliance, equitable hiring practices, and an excellent candidate experience.*
11. Develop and implement comprehensive onboarding programs that support employee integration, engagement, and retention.*
12. Partner with Human Resources leadership to support employment planning and recruitment strategies.*
13. Oversee the District's compliance training program, including required federal, state, accreditation, and District-mandated training.*
14. Act as an administrator of the Vision Resource Center (VRC), Keenan Safe Colleges, and other assigned learning management systems.*
15. Develop and maintain systems for assigning, tracking, documenting, auditing, and reporting employee training and education records.*
16. Ensure compliance with applicable training documentation, record retention, and reporting requirements, including personnel records requirements related to employee training and education.*
17. Monitor training completion rates and provide compliance reports and analytics to District leadership.*
18. Develop, administer, and monitor assigned budgets and funding allocations.
19. Oversee contracts, agreements, vendors, facilitators, and consultants supporting assigned programs.*
20. Prepare reports, recommendations, and presentations regarding program effectiveness, compliance, and organizational outcomes.*
21. Supervise, train, assign, direct, and evaluate assigned staff.*
22. Establish performance expectations, accountability measures, and professional development opportunities for assigned employees.*
23. Foster a collaborative and service-oriented culture within assigned functions.*
24. Serve on or support district committees, councils, and participatory governance groups.
25. Represent the District at regional, statewide, and professional organizations and conferences.
26. Perform related duties as assigned.



MINIMUM QUALIFICATIONS

Education & Experience

- Bachelor's degree in Human Resources, Organizational Development, Education, Business Administration, Public Administration, Psychology, Communications, or a related discipline; AND
- Five (5) years of increasingly responsible professional experience in professional development, training, onboarding, employee engagement, organizational development, talent development, human resources, or a related field; AND
- Two (2) years of supervisory or management experience.

OR

- Any combination of education and experience which would provide the required qualifications for the position.
- Bachelor's degree education equivalency is a 1:1 equivalency, one (1) 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

May be required to hold and maintain a valid driver's license 'if and when' travel is required in the course of work.

May be required to travel for various off-site meetings, trainings, conferences, and/or events in support of the overall objective of the position.

DESIRABLE QUALIFICATIONS

- California Community College experience.
- Experience administering FLEX programs and Title 5 compliance requirements.
- Experience with Vision Resource Center (VRC) or other enterprise learning management systems.
- SHRM-CP, SHRM-SCP, PHR, SPHR, CPTD, ATD, or related professional certification.
- Experience designing employee engagement, onboarding, or leadership development programs.

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

Knowledge of:

- Adult learning theory and instructional design
- Professional development program administration
- Talent acquisition and onboarding practices
- Organizational development principles
- Change management methodologies



- Equal Employment Opportunity practices
- California Community College regulations
- Title 5 requirements and Flex obligations
- Accreditation standards
- Collective bargaining agreements
- Budget development and administration
- Learning Management Systems
- HRIS and training platforms
- Program evaluation techniques
- Project management principles
- Employee engagement principles and practices
- Leadership development methodologies
- Survey administration and organizational assessment tools
- Learning management systems, including the Vision Resource Center (Cornerstone LMS)
- Employee planning and succession planning
- Federal and state laws and regulations related to employee training, record retention, and personnel records

Ability to:

- Develop and implement strategic learning initiatives
- Manage multiple districtwide programs simultaneously
- Lead organizational change efforts
- Analyze data and evaluate program effectiveness
- Interpret complex laws, regulations, and agreements
- Supervise and develop employees
- Build collaborative relationships across constituencies
- Manage budgets and resources effectively
- Present information clearly to diverse audiences
- Exercise independent judgment and sound decision-making
- Develop and maintain collaborative relationships with faculty, staff, administrators, and collective bargaining representatives.
- Facilitate training and present information to large and diverse groups.
- Analyze survey, workforce, and program data and develop recommendations.
- Lead organizational initiatives involving multiple stakeholder groups.

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**

The incumbents in this class may provide supervision, work direction and/or guidance to lower level confidential and/or classified staff, student workers, student assistants, and/or short-term, temporary employees.

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, and 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 twenty-five (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 in 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



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Salary Range- MSC 14 - Exempt

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-Glenn 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, gender identity, gender expression, color, national origin, language, accent, citizenship status, immigration status, ancestry, age, religion, sex, sexual orientation, parental status, marital status, veteran status, pregnancy, genetic information, physical or mental disability or medical condition, or on the basis of these perceived characteristics.