

# BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

CLASS TITLE: Regional Director, Employer Engagement – Energy, Construction, Utilities-North Far North Region

L248.100

**BASIC FUNCTION** Under the general supervision of the assigned administrator, and with the guidance of the Statewide Director the Regional Director works with business and industry, colleges and other stakeholders to optimize the performance of their sector's career education portfolio within the region as measured by the Strong Workforce Program metrics. The Regional Director proactively engages industry with regional colleges in creating initiatives that enable student employment and lifelong learning in the assigned sector.

**OVERVIEW:** Consistent with the [Vision for Success](#), the Regional Director connects colleges with opportunities to enrich career education student success through relationships with business and industry, assist faculty and programs to increase student employability, and facilitate access to resources. Key requirements are for the Regional Director to apply business and industry expertise and fluency in articulating priorities, such that the colleges can take effective action. Regional Director benefits to regional colleges for an assigned sector include: (1) Increased enrollment in college programs, (2) Increased student persistence and completion, and (3) Increased student employment in living wage jobs. Regional Director benefits to industry include: (1) Bridging supply/demand gaps, (2) Enhancing the talent pipeline from colleges into the industry, (3) bridging skills gaps, and (4) Upskilling incumbent workers to meet new technological demands. In addition, the Regional Director will provide services to the assigned industry through facilitation of initiatives designed to increase economic development of the sector and promote workforce development activities.

The Regional Director plays a significant role in support of Guided Pathways, including: (1) facilitating access to employers to support program mapping, (2) validate and provide nuance to labor market intelligence, (3) assist with providing information that supports student exploration activities, (4) assist with the examination of possibilities for articulation across meta-majors, (5) assist with the identification of key competencies that should be built into programs, based on employer needs and transfer pathways, (6) assist with the identification of baseline competencies within related meta-majors, (7) support colleges in securing work-based learning opportunities, (8) provide badges and support access to third-party credentials that allow students to document skills attainment, (9) support understanding and use of Strong Workforce Program metrics to support review of progress toward completion, transfer, and employment goals, and (10) support colleges in understanding how to leverage the Strong Workforce Program to implement Guided Pathways.

**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. Identify industry priorities through industry data, LMI data, LaunchBoard, and Centers of Excellence (COE) research, focusing on supply/demand gaps that can be filled by the colleges, skills gaps that can be filled by the colleges, market and technology trends that are impacting workforce requirements, economic and policy drivers that can be leveraged in workforce development key industry players such as associations and major employers, and key community college programs in the region that can be leveraged.
- \*2. Cultivate regional industry advisory councils to engage major employers across the regional labor market, develop a common understanding of supply/demand and skills gaps, initiate and manage industry engagement with faculty and administrators, convene regional collaboratives to facilitate faculty and industry joint actions, and facilitate sustainability of the regional collaboratives.
- \*3. Conduct additional research as required: Convene industry focus groups on specific occupations or initiatives; Attend conferences and seminars to expand knowledge of industry priorities; arrange primary research to inform curriculum development; and convene sector specific faculty groups.
- \*4. Develop and execute a regional sector strategy to: Engage industry stakeholders, the Statewide Director, and other Regional Director's in creating a strategic plan to benefit the region's community college programs by addressing industry priorities; Involve external stakeholders such as workforce boards, regional economic development groups, nonprofit groups, K-12, and others; Support community college staff to implement the Strong Workforce Program (SWP), such as Workforce Pathway Coordinators, and K-14 Technical Assistance Providers; Involve internal stakeholders, such as Chief Instructional officers, Career & Technical Education (CTE) Deans, CTE Directors, CTE faculty, and others.
- \*5. Create program enrichment proposals for consideration by the colleges to increase enrollment, build or enhance Guided Pathways, bridge supply/demand gaps, bridge skills gaps, align with regional industry priorities, and align with industry-recognized credentials.
- \*6. Assist Colleges in executing successful initiatives by providing colleges and programs with market intelligence information, coordinating sector focused faculty professional development, infusing current industry expertise into curriculum development, building CTE faculty communities of practice, and braiding funds to support initiatives.
- \*7. Align with each college's integrated planning process: Secure administrative approval (level dependent upon specific regional

college's requirements and processes) before proposing new initiative to a regional college, prepare documentation needed for regional college approval, assist in curriculum planning and approval process, and maintain appropriate information flow with the CTE Dean and college administration.

- \*8. Align regional initiatives with statewide sector strategies.
- \*9. Collaborate with the Statewide Director and other Regional Directors for assigned sector in developing initiatives.
- \*10. Work with the Regional Consortium Chair (RC) and COE to integrate initiatives into the regional plan/strategy.
- \*11. Facilitate preparation and approval of SWP and other funding sources.
- \*12. Match new funding opportunities to appropriate initiatives and colleges.
- \*13. Assist in identifying adjunct instructors within industry.
- \*14. Provide resources to convene colleges in communities of practice.
- \*15. Facilitate connections to initiatives and resources from Workforce boards and regional economic development councils.
- \*16. Interpret and apply relevant Federal, State, County, and District rules, regulations, policies, and procedures.
17. May serve on and/or represent the Foundation on a variety of District committees as requested.
18. May perform other related duties as assigned.

#### **MINIMUM QUALIFICATIONS:**

##### **EDUCATION/EXPERIENCE:**

- A Bachelor's degree from an accredited institution in a discipline associated with the sector or the equivalent\*; **AND** two (2) years of professional experience reasonably related to the duties and responsibilities of the position; **OR**
- An Associate's degree from an accredited institution in a discipline associated with the sector or the equivalent\*; **AND** six (6) years of professional experience reasonably related to the duties and responsibilities of the position; **OR**
- Graduation from high school, G.E.D. or the equivalent\*\*; **AND** fifteen (15) years of professional experience reasonably related to the duties and responsibilities of the position.

\* Education equivalency equals two (2) years of increasingly responsible related work experience for each full year (24-30 units) of college.

\*\* High School education equivalency equals an adult education diploma or four (4) years of full-time, paid work experience.

#### **CERTIFICATES, LICENSES, REGISTRATION AND OTHER REQUIREMENTS**

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

#### **ADDITIONAL QUALIFICATIONS:**

- Sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability, gender identity and sexual orientation, and ethnic backgrounds of community college students and staff.

#### **DESIRED QUALIFICATIONS:**

- Two (2) or more years experience working within an educational institution, preferably working with grants
- Satisfactory completion of coursework in the assigned sector
- Experience creating and implementing industry and workforce education and training programs (or courses) in the assigned sector

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

**Knowledge of:** District policies and procedures; modern office practices and procedures including letter writing techniques and the elements of correct English usage, spelling, vocabulary, excellent mathematical skills, filing practices and systems; modern office equipment including computers, peripherals, communication devices and digital hardware; laws and ordinances pertaining to the position functions; rules, regulations, laws and ordinances pertaining to grants within the community college; assigned sector or priority area specific knowledge, similar or equivalent to subject matter expert including knowledge of or experience working with: sector specific employment needs and sector specific federal, state, and local laws, codes and regulations; business and strategy development; basic understanding of the California Community College system and mission; working understanding of how technological, political, environmental and economic trends impact education and technical training needs in public secondary and postsecondary environments; higher education mission, organization, policies for California community colleges; program planning process including setting measurable objectives; current teaching and learning methods; credit, non-credit, and not-for-credit curriculum development; CTE standards of the California Department of Education; grant and contract management including financial elements; advisory committees and how they work

**Ability to:** Plan, prioritize, assign work, and manage all program assets in order to meet work plan objectives, schedules and timelines; Create and manage work plans, budgets, and ensure up-to-date program reporting; Hire, contract, plan, direct and manage the activities of contractors; Use a computer and related technology and software to effectively manage the program and

meet work plan objectives; Supervise, mentor, monitor and evaluate technical and administrative staff; Monitor budgets and contracts; participate in budget development; Manage grants and contracts; Market program training / services to colleges, industry employee groups and legislative bodies; Work effectively with faculty from diverse programs and within the California Community College system; Interpret and apply relevant Federal, State, County and District rules, regulations, policies, and procedures; Prepare and deliver studies, assessments, articles, outreach presentations, and where possible technical training; Communicate effectively both orally and in writing to diverse groups; Create and maintain cooperative relationships with local, regional, national employers, agencies and governmental entities; Develop and use an advisory group to assist in the creation and implementation of program mission and goals; Demonstrate an awareness and sensitivity dealing with racial, ethnic, gender, disabled, economically and culturally diverse people; Assess Industry needs and develop timely deliverable solutions such as curriculum and training that meet regional and statewide needs; Provide professional leadership and direction for the assigned operation; Secure private and public-sector matching funds for grants; Communicate effectively, both verbally and in writing, with faculty and staff, students, and community members; Develop effective relationships with partners, collaborative in nature, coachable; assemble or collaboratively assemble labor market intelligence

**SUPPLEMENTAL INFORMATION:**

**WORK DIRECTION, LEAD AND SUPERVISORY RESPONSIBILITIES**

Under the direction of the assigned Administrator, the Regional Director is responsible for assisting in the management and supervision of the daily operation of the regional sector program. Provides work direction and supervision to classified, student, short-term employees and other departmental staff as needed or required.

**PHYSICAL EFFORT:**

- Normal office environment
- Extensive driving to required sites
- Frequent walking and standing
- Some lifting and carrying of objects of moderate weight (12-20 pounds)

**CONTACTS:**

Faculty, staff and administrators at Butte College; administrative staff from other educational institutions; advisory committee members and industry partners; students; vendors; and general public.

**WORKING CONDITIONS:**

Normal office environment with large amounts of travel throughout the North Far North Region. Some tasks may require frequent walking and standing, with some lifting and carrying of objects of moderate weight (12 to 20 pounds).

**NOTE: THIS CLASS IS NON-EXEMPT UNDER FLSA PROVISIONS.**

Butte-Glenn Community College District is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, Butte-Glenn Community College District will provide reasonable accommodation to qualified individuals. Butte-Glenn Community College District encourages both incumbents and individuals who have been offered employment to discuss potential accommodations with the employer.