ASSOCIATE SUPERINTENDENT, INSTRUCTION
AND INSTITUTIONAL EFFECTIVENESS

FIRST REVIEW DATE: FRIDAY, APRIL 8, 2016

POSITION DESCRIPTION
Under the direction of the Superintendent/President, the Associate Superintendent, Instruction and Institutional Effectiveness serves as the chief academic officer of the District and is responsible for educational policy, academic programs and related services, advancement of student success and learning, accreditation processes, instructional personnel decisions, budget development, enrollment management, fiscal accountability, program and curriculum development, and the promotion and improvement of teaching and learning.

REPRESENTATIVE DUTIES
The Associate Superintendent, Instruction and Institutional Effectiveness is responsible for leadership, planning, organizing, directing, supervising, and the evaluation of the activities of the Instructional programs and services for the District. The Associate Superintendent fosters an integrated process for planning, budgeting, and analysis, with a focus on effective enrollment management; promotion of solid foundational skills, advancement of student success, expansion of student learning outcomes, and effective use of technology for teaching and learning. In a strategic, meaningful, and effective manner, infuses cultural competencies into all aspects of the organization.

The Associate Superintendent, Instruction and Institutional Effectiveness provides opportunities for involvement by staff, as appropriate, in consideration and discussion of the development of policy, procedures, and programs. The leadership, supervision, planning, implementation, and coordination responsibilities entail working with managers, faculty, staff, students, and appropriate committees in a collegial manner to assure that the instructional goals and delivery systems are meeting student-learning needs and are consistent with District goals and objectives. The Associate Superintendent must function effectively as a member of an administrative team and must work well with and evidence respectful interactions with persons of diverse backgrounds at all levels of the District.

Primary responsibilities and assignments include, but are not limited to, the following (full District position description available upon request):

- Acts as chief instructional officer of the District; provides a vision to guide the District’s academic and related service programs; provides strong, dynamic academic and administrative leadership; fosters an environment which encourages scholarship, quality instruction, and learning excellence. Provides innovative and successful academic leadership and vision in instruction and related services to meet the needs of underprepared students.
- In collaboration with the appropriate student services administrative personnel, assists with and supports the integration of student services. Provides leadership and support for innovative student learning, student support, and development programs and processes in support of student success.
- Promotes instructional and student support connections that foster and enhance student success, including the integration of technology into the learning process and the initiation of supplemental learning.
- Acts as the chief officer responsible for leadership and oversight of institutional effectiveness, which includes, but is not limited to: provides for and fosters a culture of evidence in support of program development and evaluation, ensures strategic and long-range planning, oversees decision reaching processes, leads accreditation processes, ensures effective enrollment management, guides the implementation and assessment of learning outcomes, monitors accountability performance reports, and leads activities which support student success and the District’s goals and objectives.
- Oversees and assumes responsibility for the preparation of the Accreditation Self-Study, Mid-Term, and Substantive Change Reports. Serves as accreditation District liaison officer with the Accreditation Commission for Community and Junior Colleges, as assigned.
- Oversees enrollment management strategies, initiatives, and efficiencies. Provides coordination for preparation and development of class schedules, college catalog, and other necessary publications.
- Represents the District to national, state, and local agencies and at various councils, committees, and task forces, as appropriate. Prepares for and attends District board meetings.
- Works effectively with community groups, educational entities, business, industry, government and legislative bodies to develop partnerships which result in improved service to the community and students.
Functions as a member of a team in accordance with the principles and practices outlined in the District’s Management Professional Development/Evaluation Personnel Plan.

As appropriate, provides for the orientation, training, and professional development of administrative, faculty, and staff personnel in areas of responsibility. Supervises, evaluates, assigns, disciplines, and directs the work of assigned personnel.

Participates actively in and supports the College-wide shared governance components and activities.

Assists in identifying resources for development through grants and special projects; coordinates and assists in preparation of project applications for special funding to support student success programs and services.

Maintains current knowledge of new developments and innovations in community colleges and higher education in general and serves as an informed and knowledgeable resource for campus-wide efforts.

Directs and implements sound fiscal planning. Supervises the preparation and submission of the instructional budget and, upon approval, assumes overall responsibility for timely and accurate implementation.

May serve as a chief executive in charge of the District in the absence of the president, as assigned.

May serve as primary liaison administrative officer with the Faculty Association and Faculty Senate. May participate in and assist with contract negotiations, contract administration, and faculty grievance management.

Directs the preparation and maintenance of a variety of narrative and statistical reports, records and files. Prepares and presents Board reports.

Performs related duties as assigned.

MINIMUM QUALIFICATIONS

- Master’s Degree in an academic discipline offered by the District, OR a California Community College Chief Administrative Officer’s Credential.
- One year of formal training, internship, or leadership experience reasonably related to the administrative assignment.
- Demonstrated evidence of sensitivity to, understanding of, and respect for the diverse academic, socioeconomic, cultural, disability, gender identity, sexual orientation, and ethnic backgrounds of community college students and staff.

ADDITIONAL LOCAL QUALIFICATIONS

- At least three (3) years of formal training, internship, or leadership experience reasonably related to the administrative assignment.
- At least three (3) years of teaching experience at the post-secondary level.

Increasingly responsible and successful experience in facilitating the following:
- instructional programs, curriculum development and related services in a community college or university environment.
- leadership, organization, planning, development, staffing, and supervision.
- budget management, enrollment management, evaluation, accreditation self-study coordination, and innovation in programs and services.
- professional development and student scholarship.
- learning outcomes implementation and assessment.
- participatory governance, consensus building, and problem solving.

The successful candidate has the ability to:
- Plan, organize, develop, and evaluate programs, services, curriculum and activities within assigned areas.
- Plan, organize, train, direct, and evaluate the activities of personnel.
- Exercise group leadership skills that emphasize collaboration, consensus building, conflict resolution, and problem solving.
- Work effectively and cooperatively with diverse populations within a participatory governance environment, and at all levels of the institution.
- Communicate effectively both orally and in writing (tact, patience, courtesy).
- Demonstrate commitment to the continued improvement of teaching and learning. Create an environment conducive to the development of instructional and service innovations.
- Maintain current knowledge of program rules, regulations, policies and procedures, requirements, and restrictions.
- Implement and assess enrollment management strategies, prepare and monitor complex budgets; evaluate program efficacy; and lead the institution through the accreditation process.
- Work effectively with community groups, education entities, business and industry, government and legislative bodies to develop partnerships and coalitions which result in improved service to the community and students.
- Identify resources and develop grant or special project applications.
- Foster consensus building and team approach to management.

The successful candidate has knowledge of:
- The Community College role in higher education, including the mission of the California Community Colleges.
- Community College instructional program principles, practices, and procedures.
• Adult learning theories and learning styles including multiple methods of instruction, new technologies in the learning process, and understanding of current and emerging instructional delivery methods.
• Curriculum development, course articulation, and student matriculation.
• Budget preparation and management.
• Methods of respectful and sensitive communication with diverse constituencies.
• State reporting system and procedure and applicable laws, codes, regulations, policies and procedures.

DESIRABLE QUALIFICATIONS
• Possession of an earned doctorate from an accredited institution.
• Executive-level (dean or above) management experience in a community college environment.
• Experience with collective bargaining.

CONDITIONS OF EMPLOYMENT
This is a 12-month, full-time management position, Level III, Range 40 of the Management Salary Schedule. Effective date of employment will be as soon as a successful candidate is selected and a mutually agreed upon date is determined.

EXCEPTIONAL BENEFITS PACKAGE
Health care, dental program, and vision services for employees and eligible dependents; employee life insurance; sick leave; and retirement coverage through the State Teacher’s Retirement System.

THE APPLICATION PROCESS
Applications must be completely filled out in detail and clearly show that the applicant meets the minimum qualifications as set forth in the announcement. Application package must include:

- District Application
  (Completion of all sections is required.
   Do not mark “See Resume”)
- Letter of Application
  (State briefly how you meet the qualifications)
- Resume
- Professional Reference List
  (Include names, current addresses, phone numbers, and email addresses)
- Copy of Transcripts
  (Transcripts must indicate degree earned/conferred - photocopies or computer printouts are acceptable. Transcripts of all degrees applicable to meeting the minimum qualifications for this position must be included. Copies of diplomas/degrees are NOT acceptable in lieu of transcripts. Official sealed transcripts will be required upon hire.)

Application and information may be obtained from Chaffey College, Office of Human Resources (909) 652-6528 or by clicking the following link: District Employment Application

All application materials must be submitted:
• By mail/walk-in to Chaffey College, Human Resources, 5885 Haven Avenue, Student Services/Administration Building (SSA), Room 202, Rancho Cucamonga, CA 91737-3002; or
• By fax: (909) 652-6533.

Please only include the documents required in The Application Process section.

Foreign transcripts must be transcribed and evaluated in English by a bonafide evaluation service. Educational requirements must be met on or before the review date. Applications received after the first review date may not be included in the initial review process. A postmark is not acceptable for this purpose.

Submission of application and related materials is the applicant’s responsibility. The District reserves the right to readvertise the position or to delay indefinitely the employment of a person for a position if it is deemed that applicants for the position do not constitute an adequate applicant pool. Applicants should promptly notify the Office of Human Resources of any change of address and/or phone number.

All application materials are subject to investigation and verification. False statements will be cause for disqualification or discharge from employment.

The Selection Process
A screening committee will conduct all minimum qualification appraisals as set forth on the announcement and reserves the right to limit the number of interviews granted. Meeting the minimum qualifications for a position does not assure the applicant an interview. Applications will be evaluated taking into account the breadth and depth of relevant education,
experience, skills, knowledge and abilities. Applicants selected for an interview will be notified of the time and place of the interview. Interviews are usually held on the Chaffey College campus and are conducted by an Interview Committee. Additional interviews, meetings, and/or forums may be scheduled.

Reasonable accommodations are provided to persons with disabilities. Should you feel you have any need for accommodation due to a disability, please indicate this request on your application or contact the Office of Human Resources.

About the College

The College

Chaffey College, one of the first colleges to be established in California, is a two-year public, single-college district situated in an area of natural beauty in Southern California. Its campuses in Rancho Cucamonga, Chino, and Fontana occupy 200 acres of rolling lawns and native foliage in the foothills of the majestic San Gabriel Mountains. Founded in 1883 as a private college, Chaffey has been a publicly funded community college since 1916.

District

The college district serves a population of 650,000 in the west end of the vibrant Inland Empire of San Bernardino County, where the communities of Chino, Chino Hills, Fontana, Guasti, Montclair, Mt. Baldy, Ontario, Rancho Cucamonga (Alta Loma, Cucamonga, and Etiwanda) and Upland are located.

Curricula

Chaffey College has lower division courses for students who plan to transfer to a four-year college or university, career-technical courses for students who wish to gain competence in employable skills, or who wish to improve their skills, and general education and foundation (basic skills) courses for all students.

In addition, Success Centers, at all three campuses, provide students with enhanced instruction to improve their foundational skills, secure tutoring, and receive special supplementary materials.

Chaffey Community College District is committed to equal employment opportunity.