

**Regional Director of Employer Engagement
Central Sub-Region (COF)
District Office
Kern Community College District
JOB DESCRIPTION**

Definition

The Regional Director of Employer Engagement for the Central sub-region of the Central/Valley Mother Lode is responsible to the assigned district administrator, and has broad accountability, within the participatory governance framework, for planning, directing and evaluating assigned functions associated with maintaining quality workforce development, academic and student services programs.

The Regional Director (RD) of Employer Engagement serves both the 15 colleges in the Central/Mother Lode Regional Consortium and one of the sub-regions within the Consortium—North, Central, and South—to facilitate higher performance levels by the region in achieving the *Strong Workforce Program metrics* and the *Vison for Success goals*.

This is a grant-funded, strategic sub-regional position, reporting to Kern Community College District and hosted within one of the sub-regions. This position adds value to college programs by responding to significant labor market trends, engaging industry participation, and arranging funding that help build initiatives throughout the region to increase student success.

Regional Directors (RDs) work with business and industry, colleges, and other stakeholders to help create work-based learning opportunities for students. They proactively engage industry with Consortium colleges in creating initiatives that enable student employment. Consistent with the Strong Workforce Program metrics and the Vision for Success goals, RDs connect 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 RDs to apply business and industry expertise and fluency in articulating priorities, such that the colleges can take effective action.

Examples of Duties

1. Identify and assess industry priorities;
2. Deliver timely, deliverable solutions through industry data, LMI data, Cal Pass LaunchBoard, Centers of Excellence research, and other relevant research platforms focusing on the following areas:
 - Supply/demand gaps that can be filled by Consortium colleges,
 - Skills gaps that can be filled by Consortium 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.
3. Ensure that Career Education programs meet Strong Workforce Program metrics and the Vision for Success goals in, persistence, retention, completion, and work-based learning;

4. Prepare and deliver studies, assessments, articles, outreach presentations, and where possible, technical training;
5. Interpret and apply relevant Federal, State, County, and District rules, regulations, policies, and procedures;
6. Interpret and administer College policy with respect to student centered educational services;
7. Create and maintain cooperative relationships with local, regional, national employers, agencies and governmental entities in industry priority sectors;
8. Involve external stakeholders, such as Workforce Development Boards, regional economic development groups, non-profit groups, Chambers of Commerce, adult education, K-12, and others;
9. Support community college staff to implement the Strong Workforce Program, such as K-12 Pathway Coordinators, K-14 Technical Assistance Providers, and other LEA liaisons;
10. Involve internal stakeholders, such as Chief Instructional officers, CTE Deans, CTE Directors, CTE faculty, and others;
11. Create program enrichment proposals for consideration for the sub-region to increase enrollment, build or enhance Guided Pathways, bridge supply/demand gaps, bridge skills gaps, align with regional industry priorities, align with industry-recognized credentials;
12. Develop and use an advisory group to assist in the creation and implementation of program mission and goals;
13. Demonstrate an awareness and sensitivity dealing with racial, ethnic, gender, disabled, economically and culturally diverse people;
14. Market program training / services to colleges, industry employee groups and legislative bodies;
15. Work effectively with faculty from diverse programs and within the California Community College system;
16. Build CTE faculty communities of practice;
17. Braid funds to support initiatives;
18. Plan, implement, and evaluate short and long-range strategies, goals, and objectives related to assigned program(s);
19. Review, assess and evaluate assigned programs and services;
20. Recommend and implement approved plans and policies to facilitate and improve outcomes, operations and programs within areas of responsibility;
21. Act as liaison with District, State, and federal governing bodies regarding assigned programs and practices.

22. Market assigned programs and initiatives to industry partners, the community, and the general public.
23. Serve on committees as appropriate; and
24. Perform other duties as assigned or required.

Minimum Qualifications

Education and Experience Guidelines - Any combination of education and experience that would likely provide the required knowledge and abilities is qualifying. A typical way to obtain the knowledge and abilities would be:

- Master's degree in an accredited college/university; additional directly related experience that would provide a depth of knowledge equivalent to that obtained through a graduate degree may substitute for some graduate level education.
- Three years of leadership experience reasonably related to the administrative assignment.
- Demonstrated sensitivity to and understanding of the diverse academic, socioeconomic, cultural, ethnic, and disability backgrounds of community college students and employees.

Knowledge and Abilities

Knowledge of:

- State and Federal codes, statutes and regulations that govern California community college student developmental and instructional services (or their equivalents) including:
 - Pertinent sections of Title 5 of the California Code of Regulations pertaining to student developmental, curriculum and institutional services.
 - Pertinent sections of California Education Code.
 - California State Chancellor's Office (Systems Office) legal opinions and advisories.
 - Federal regulations pertaining to the Family Educational Rights and Protection Act.
- Microsoft Office Word, PowerPoint, and Excel
- CalPass Launchboard
- Principles of effective leadership and management techniques
- The mission of the California Community College; community college and instructional programs, regulations and policies; principles of employer employee relations; and principles in the administration of personnel services.
- Computer operations/data processing systems.

Ability to:

- Work as part of a management team dedicated to collaboration and the college goal of integrating instruction and/or student services as a way to create and maintain a supportive student-learning environment.
- Exercise group leadership skills, which emphasize collaboration, consensus building, conflict resolution, and problem solving in an environment of shared governance
- Use effective written communication, including reporting and funding proposal reports, etc.
- Effectively interact with persons of diverse socioeconomic and ethnic backgrounds.

- Apply legal and policy provisions to various problems consistently and correctly.
- Establish and maintain cooperative and helping working relations with students, staff and community agencies to meet the needs of students.
- Travel extensively to visit Consortium colleges, industry partners, and other convenings.

Working Conditions

Environment: Office

Physical Demands: Incorporated within one (1) or more of the previously mentioned essential functions of this job description are essential physical requirements. The ratings in the chart below indicate the percentage of time spent on each of the essential physical requirements.

Seldom—Less than 25 percent = 1

Often—51-75 percent = 3

Occasional—25-50 percent = 2

Very Frequent—76 percent and above = 4

Ratings	Essential Physical Requirements
3	Ability to work at a desk, conference table or in meetings of various configurations.
1	Ability to stand for extended periods of time.
4	Ability to sit for extended periods of time.
4	Ability to see for purposes of reading printed matter.
4	Ability to hear and understand speech at normal levels.
3	Ability to communicate so others will be able to clearly understand anormal conversation.
1 or 2	Ability to lift 10 pounds.
1 or 2	Ability to carry 10 pounds.
4	Ability to operate office equipment.

Status/Rationale

This is a classified administrator position.

Signatures/Approval

(Employee's Signature)

(Date)

(Supervisor's Signature)

(Date)