



Opportunity & Challenge Profile

Search for the Chancellor California Community Colleges Chancellor's Office Sacramento, CA

The California Community Colleges Board of Governors announces a national search for the position of Chancellor. With 112 two-year public colleges composing 72 districts, the California Community Colleges (CCC) is the largest system of higher education in the nation and educates more than 2.6 million students throughout the State of California. The Chancellor serves as the Chief Executive Officer of the entire community college system, has oversight and responsibility for the system's \$5.8 billion budget and \$3.5 billion in state general obligation bonds, is responsible for leadership, policy development, fiscal and administrative oversight, statewide community relations and legislative advocacy. The CCC Board of Governors and the Chancellor's Office share a vision of a better future for Californians by providing broad access to high quality educational programs in a wide variety of academic and career fields.

The next Chancellor will lead the California Community Colleges through a set of exciting, complicated, and defining moments in the system's history. More so than at any other point in their past, community colleges in California and across America are at the forefront of a dialogue around the future of higher education, creating solutions for workforce development in a new economic era, and providing access to a world class college education for an increasingly diverse and growing student population. Despite significant hurdles laid down by the recent economic downturn, the CCC has the aspiration, potential, and capacity to strengthen its position as a national leader in further developing and transforming the role of community colleges in both educational and economic terms.

The Board of Governors seeks a highly collaborative, creative, and inventive leader to guide the system at this time of tremendous opportunity and need. Ultimately, the Chancellor will lead by example, fostering a culture that is student-centered and celebrates the diversity of the system while still focusing on access, outcomes, and impact. As the chief ambassador for the CCC, the Chancellor will strengthen partnerships and relationships with state and local government officials, business and civic leaders in Sacramento and throughout the state, and a broad spectrum of leaders from educational institutions and organizations throughout the nation to achieve the organization's critical mission.

A detailed description of the qualifications sought in the new Chancellor can be found at the conclusion of this profile, which was prepared by the Chancellor Search Advisory Committee and Isaacson, Miller, a national executive search firm. All confidential applications, inquiries, and nominations should be directed to the parties listed at the conclusion of this document. For more about California Community Colleges, please refer to Appendix 1 or visit www.cccco.edu.

The Role of the Chancellor

The Chancellor serves as a prominent leader in the state and an equal partner with the Chancellors of both the California State University (CSU) and University of California (UC) systems. The Chancellor is the

system's Chief Executive Officer and, in consultation with The Board of Governors, provides leadership at the policy level, sets a tone for the system, represents the organization broadly, and manages the Office of the Chancellor in serving and executing the mission and goals of the Board of Governors.

The Chancellor's Office includes nine major divisions conducting the business of the system: Academic Affairs; Strategic Planning and Communications; Governmental Relations; Student Services and Special Programs; Technology, Research, and Information Services; College Finance and Facilities Planning; Economic and Workforce Development; Legal Affairs; and Internal Operations.

While the Chancellor has direct responsibility for the system office, the Chancellor has another role in regard to the 72 Districts in the state, each with its own Board and leadership. In this role, the Chancellor must celebrate the differences and strengths within the system and think creatively about communicating shared goals. The Chancellor will need to lead by influence and not authority, relying on clear communication of an inspirational and compelling vision.

The Chancellor must be a respectful manager; a visible advocate for students; and a convincing, compelling leader of an organization dedicated to excellence in learning and service. As the top administrator, the Chancellor is ultimately responsible for the quality of service provided to students and will delegate responsibilities related to the operational and strategic management of the system. The Chancellor must ultimately inspire faculty, students, staff, boards and presidents across the system to work together to achieve new levels of impact through operational and instructional excellence.

As the primary external face of community colleges in California, the Chancellor must develop appropriate coalitions, promote community college higher education, engage in statewide educational finance discussions, and build strong working relationships and partnerships with government, businesses, industry, and other educational institutions and organizations.

Key Opportunities and Challenges facing the next Chancellor

The Chancellor and the California Community Colleges have the opportunity to model the importance and potential of community colleges as the backbone of the nation's economy and workforce. In order to do so, the next Chancellor will address the following key opportunities and challenges:

Establish and strengthen key relationships with political and educational leaders

The Chancellor is a key official in the state and must partner with his/her counterparts in the CSU and UC system to advocate for funding of public higher education in the state. The Chancellor will be a critical voice in a state and national dialogue on education policy, workforce development issues, and other civic concerns. S/he will have the opportunity to work with state legislature to turn California into a national and global model for comprehensive K-20 education. S/he will need to work closely with the UC and CSU chancellors, the Assembly and Senate Committees on Higher Education, leaders of California's K-12 system, the Governor and the State Legislature, and business and community leaders. The Chancellor should have excellent political instincts and should embody a core commitment of service to CCC and to the state.

Identify new revenue opportunities while advocating for strengthened state support

Diminishing state funds pose a real and immediate challenge for the CCC. These shifts underscore the importance of and opportunity in seeking a diverse array of revenue opportunities beyond state funding. Given the leading role of the CCC in workforce development for the California citizenry, there is a real opportunity for corporate partnership development that would not only benefit individual colleges, but the system as a whole. More nimble than its peer institutions at the UC and CSU, the CCC should be uniquely positioned to respond to the needs of the new economy and the workforce demands of California's thriving technology and energy industries. While diversifying revenue streams will be a key opportunity for the Chancellor, the CCC, due to its mission and educational delivery model, will always be highly dependent on state funding, so the Chancellor must continue to be a vocal and visible advocate for state funds.

Embody a genuine commitment to community outreach and diversity

The CCC serves one of the most diverse student populations in the world. To meet the needs of this diverse environment, the Chancellor must inspire an organizational culture that recognizes diversity as an invaluable component of a modern college in a global community. The Chancellor will be called upon not only to increase levels of ethnic and socioeconomic diversity across the entire system, but also to improve the quality of the educational experience provided for under-represented community members. The Chancellor should expand policies and practices that promote a culturally appropriate environment for a diverse student body, faculty, and staff.

Continue the drive for student success

As an open-enrollment institution, the CCC offers educational opportunity and access to students from a wide range of backgrounds and with varying levels of preparation. The Chancellor will be required to work with local leadership and administration to ensure that students have access to support services that enable them to reach their potential. The successful candidate must be an advocate for the student services and support necessary for student success. He or she will need to understand the student body demographics and the opportunities and challenges associated with a diverse student population.

Mentor and inspire a strong leadership team

The Chancellor will lead the system office's nearly 150 person staff and oversee a budget of approximately \$17 million. He or she will work closely with the Chancellor's Office executive team of 7 vice chancellors and two executive vice chancellors and empower the executive team to lead their respective divisions. The Chancellor will have the opportunity to leverage the strengths and connections of this strong leadership team both internally and externally, identifying political connections and partnerships, and develop the leadership into fellow advocates for the system.

Serve as a leading voice for community colleges nationally

The California Community Colleges educate 20 percent of all US community college students. Given the changing demographics of the state and nation's citizenry, the need for nimble and responsive workforce development, and a hunger for affordable higher education in trying economic times, the CCC is positioned to be a leading voice for the role of community college education in the 21st century. As such, the Chancellor will have a unique opportunity to influence the leadership of this leading system and by extension, all of public higher education.

Qualifications and Characteristics

The most competitive candidates for this role will have a track record and/or capacity of successfully collaborating with the CCC's many internal constituents, state policy makers and politicians, and leaders of education organizations within California and throughout the nation; mentoring and inspiring a strong leadership team; demonstrating a deep commitment to community outreach and supporting diversity; ensuring appropriate levels of financial funding that will allow the entire CCC achieve its mission goals; and leading initiatives that will bring forward creative thinking that will successfully address the financial and administrative opportunities and challenges facing the organization. In addition, the successful candidate for Chancellor should possess many, if not all of the following experience and qualifications:

- A dynamic, entrepreneurial leader with the demonstrated ability to develop strategic goals and translate them into action
- A skilled manager with experience strengthening the operational infrastructure essential to the smooth and effective operation of a college system
- An individual who employs a collaborative leadership style, yet is comfortable exercising authority and demanding accountability
- Resilience and flexibility in the face of unexpected constraints; a proven ability to implement change and manage conflict
- A leader who is collegial, builds trust, encourages creativity, is optimistic and positive, and perseveres in the face of challenge
- An individual who is skilled in outreach and cultivating relationships that support the advancement of the system, who is comfortable and effective as the spokesperson for the system, who can articulate a vision, educate and energize an audience, and be persuasive
- A politically astute individual with a history of successful advocacy
- An individual with high ethical standards
- Knowledge and understanding of CCC academic instruction and career/technical education
- An individual who understands the needs of the business community, and who has the ability to engage the participation of external stakeholders
- An individual who understands the impact of changing technologies on higher education
- An understanding of and commitment to supporting diversity
- Experience in a highly involved union setting; ability to be a persuasive negotiator, facilitator, and collaborator
- A history of direct work with elected and appointed public officials in a wide variety of public bodies, including some experience with the executive and the legislature at the city, county, and/ or state level
- Experience establishing strong community relationships and developing strategic partnerships with a broad range of organizations
- A history of advocacy on behalf of public education
- An advocate for students with a demonstrated ability to relate and interact with students
- Experience leading a large, complex organization is required; experience working within a multi-campus system and experience working with transfer issues is desirable
- An advanced degree (Ph.D level) is highly desirable, as is an understanding of California Higher Education and related matters.

Nominations, Applications, and Inquiries

The Board of Governors of the California Community Colleges is an equal opportunity employer--equal opportunity to all regardless of race, color, creed, national origin, ancestry, sex, marital status, disability, religious or political affiliation, age, or sexual orientation. It is expected that the successful candidate will further this commitment.

Nominations, applications, and inquiries are currently being accepted for the position. Review of candidates will continue until the position is filled. Candidates must submit curriculum vitae, names of three references, and a vision statement. Nominators should send a letter of nomination that includes the mailing address, e-mail address and phone number of the nominee. All correspondence should be directed to Isaacson, Miller. ***E-mail correspondence is strongly encouraged.***

David Bellshaw, Bernard Jones, and/or Sabrina Singh
Isaacson, Miller
649 Mission Street, Suite 500
San Francisco, CA 94105-4128
Phone: 415.655.4900
Fax: 415.655.4905
Email: 4580@imsearch.com



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Appendix I

History of California Higher Education

California's system of public higher education is one of the world's most expansive and complex. It includes the University of California system, California State University system, and the California Community Colleges system. In 2010, the entire public higher education system educated more than 1.8 million full-time equivalent students.

The California Community Colleges system was formed in 1907 by the California Legislature as a way to extend the educational reach of the state's existing colleges. The state wanted to provide students with greater access to the first two years of post-secondary education. The Junior College Act of 1917 expanded California's public education mission by adding trade studies such as mechanical and industrial arts, household economy, agriculture, and commerce into the curriculum for two-year post-secondary study. By 1932 there were thirty-eight junior colleges in the state. However, it was not until the 1944 GI Bill that all of college enrollments dramatically increased nation wide. By 1960 there were fifty-six districts in California offering junior college courses, and twenty-eight of those districts formed "junior college districts" to oversee two-year post-secondary institutions.

The 1960 California Master Plan for Higher Education was a turning point for higher education in California. Developed in response to the influx of baby boomers seeking post-secondary education, the Master Plan aimed to provide access to higher education regardless of means. The Master Plan for Higher Education set up a complementary system for postsecondary education which defined specific roles for the already-existing University of California (UC), the California State College (CSC) system of senior colleges, now California State University (CSU), and the California Community Colleges.¹

While the UC and CSU systems limited their enrollments, the junior colleges maintained open enrollment. In order to provide greater leadership and coordination of the junior colleges, control of the system moved from the Board of Education to the newly formed Chancellor's Office and Board of Governors in 1967. A good deal of local control and autonomy remains within the CCC and its 72 districts; 52 of the districts are comprised of just one college, a side effect of many community colleges having emerged from high school districts. Only a few districts in major metropolitan areas control more than four colleges.

Perhaps most important to today's debates around increased tuition and budget reductions is that the Master Plan for Higher Education banned tuition, as it was based on the ideal that public higher education should be free to students. As officially enacted, it states that public higher education "shall be tuition free to all residents." However, the state has suffered severe budget deficits ever since the enacting of Proposition 13 in 1978, which led to the imposition of per-unit enrollment fees for California residents (equivalent in all but name to tuition) at all community colleges and all CSU and UC campuses to get around the legal ban on tuition. However, non-resident and international students do pay tuition.

¹ The statute that implemented the Master Plan is formally titled the Donahoe Higher Education Act, now located at Part 40 of Division 3 of Title 3 of the California Education Code.

The California Community Colleges System

The California Community Colleges comprises 112 two-year public colleges that are organized into 72 districts². The System serves more than 2.6 million students and represents the largest system of higher education in the world. These students serve as the basis for the economic revitalization of California's workforce. For example, California community colleges educate 70 percent of the state's nurses and 80 percent of the state's firefighters and law enforcement personnel. Twenty-eight percent of University of California and 55 percent of California State University graduates started at a California community college. Community colleges offer associate degrees and short-term job training certificates in more than 175 fields, and approximately 25,000 apprentices are educated each year to meet the demand for a skilled workforce. In addition, nearly 50 percent of all California veterans receiving GI educational benefits attend a California community college for workforce training or to get a degree.

The California Community College's Chancellor's Office administers the system and is located in Sacramento. As such, the office is responsible for allocating state funding and provides leadership and technical assistance to the colleges. The Chancellor's Office operates under the guidance of the Board of Governors, which sets policy and provides long-range planning and guidance to the Chancellor. The Board of Governors is composed of 17 members who are appointed by the Governor for 4-6 year terms with limited exceptions. Board nominees are subject to legislative confirmation.³

The CCC has an overall operating budget of \$5.6 billion. There are currently \$10.9 billion in funded capital projects statewide. The system's office, which is overseen by the Chancellor, has an operating budget of approximately \$17 million and is served by a staff of 144. This staff is divided among the nine major divisions of the Chancellor's Office and conducts the business of the system. The nine divisions are: Academic Affairs; Strategic Planning and Communications; Governmental Relations; Student Services and Special Programs; Technology, Research, and Information Services; College Finance and Facilities Planning; Economic and Workforce Development; Legal Affairs; and Internal Operations⁴.

The Accrediting Commission for Community and Junior Colleges (ACCJC) accredits associate degree granting institutions in the Western region of the U.S. ACCJC operates under the corporate entity the Western Association of Schools and Colleges (WASC). The ACCJC is one of seven regional accrediting commissions. The ACCJC is authorized to operate by the U.S. Department of Education through the Higher Education Opportunity Act of 2008.

In the past decade, tuition and fees have fluctuated with the state's budget. For much of the 1990s and early 2000s, enrollment fees ranged between \$11 and \$13 per credit. However, with the state's budget deficits in the early-to-mid 2000s, fees rose to \$18 per unit in 2003, and, by 2004, reached \$26 per unit, the highest level in the state's history. As of July, 2011, per-unit fees at California's community colleges stand at \$36 per unit. Effective summer 2012, tuition was raised to \$46 per unit.

² For a complete list of the 112 colleges and 72 districts, visit <http://californiacommunitycolleges.cccco.edu/maps/alphaList.asp?type=1>

³ Biographies of each of the Board members can be found at <http://californiacommunitycolleges.cccco.edu/ChancellorsOffice/BoardofGovernors.aspx>.

⁴ For more information about the nine divisions and the Associate Vice Chancellors, visit <http://californiacommunitycolleges.cccco.edu/ChancellorsOffice/Divisions.aspx>

Chancellor Jack Scott

Chancellor Jack Scott announced his retirement in March 2012 after three years in office. Dr. Scott had been unanimously selected as the 14th chancellor of the California Community Colleges by the Board of Governors on May 8, 2008. He assumed this position in January 2009, after completing his second term in the California State Senate. Scott represented California's 21st Senatorial District, which includes Pasadena, Glendale, Burbank, a portion of the city of Los Angeles, and other surrounding cities and communities. During his senatorial tenure from 2000 to 2008, he served as chair of the Senate Committee on Education, which considers all legislative measures dealing with K-12 education and the state's colleges and universities. This committee has legislative oversight for a wide range of issues dealing with education. Prior to being elected to the state Legislature, Scott was president of Pasadena City College beginning in 1987. Scott was a teacher and administrator at Pepperdine University for 10 years before he became the dean of instruction at Orange Coast College in 1973. Five years later he became the president of Cypress College.

His legacy will include his work on the California Community Colleges Student Success Task Force and the Associate Degree for Transfer program that established a clear link between community colleges and the California State University system guaranteeing students who follow a particular designated pathway an associate degree, enrollment priority and junior standing at a CSU.

California Community Colleges Student Success Taskforce

The California Community Colleges Student Success Task Force recently completed a list of 22 recommendations aimed at improving the educational outcomes of students.⁵ The recommendations that Dr. Scott helped craft and champion will make community colleges more responsive to the needs of students and the economy and are aimed at rebalancing priorities to focus colleges on the core missions of remedial education, workforce preparation, certificate and degree attainment and transfer to four-year universities. The reform package, that was a year in the making, was adopted by the California Community Colleges Board of Governors in January 2012 without a dissenting vote.

This landmark initiative not only help students reach their educational goals quicker, but help make the system more cost-efficient and therefore able to serve more students.

The taskforce has received mixed reviews from the districts. Issues around standardized metrics for a variety of local contexts surfaced as a result. The next Chancellor will have to balance the need to analyze and champion student success with the ability to understand local contexts and challenges.

Governor Brown's Tax Initiative

One of the most immediate challenges for the California Community Colleges System is the passing of a tax initiative on November's ballot. This initiative will be critical to the ongoing funding of higher education across the state of California. While the campuses of the University of California and California State University benefit from a variety of revenue streams, the CCC is almost entirely dependent on state funding for its fiscal strength and stability.

⁵ For a complete description of the recommendations, visit http://www.californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/SSTF_Final_Report_1-17-12_Print.pdf

The Foundation for California Community Colleges

The Foundation's mission is to benefit, support, and enhance the California Community College system. As the official foundation of the California Community Colleges' Board of Governors and Chancellor's Office, the Foundation is a unique 501(c)(3) nonprofit organization that provides effective services and innovative solutions for the largest higher education system in the nation. Foundation programs reach all 112 California Community Colleges and 72 districts, and several are expanding nationwide.

The Foundation develops programs and services that save millions of dollars for colleges and students, promote excellence in education, and provide valuable learning opportunities for students throughout the state. Entering its fifteen year as an organization, the Foundation has already had a series of significant contributions to the CCC. These include providing over \$200 million in direct grants, support, and cost savings to colleges and establishing the \$68 million California Community Colleges Scholarship Endowment. The Foundation's total investment funds are worth approximately \$80 million. The Foundation will play a key role in bringing much-needed support to the system of colleges and to provide even greater opportunities for students and the state of California.