



FOOTHILL-DE ANZA
Community College District

Chancellor Search



The Position

The Board of Trustees of the [Foothill-De Anza Community College District](#) invites nominations and applications from exceptional leaders for the position of chancellor of the district. The successful candidate in this national search will succeed Dr. Judy Miner, a widely recognized advocate for community colleges, who is retiring after 35 years at the district and 8 years as chancellor.

One of the largest community college districts in California and the nation, Foothill-De Anza includes Foothill College in Los Altos Hills, De Anza College in Cupertino, and the Sunnyvale Center, operated by Foothill College, in Sunnyvale. Publicly supported and locally oriented, the district, in addition to preparing students for university transfer, fills an essential role in workforce development to meet the changing demands of surrounding high-tech communities and is a longstanding leader in online education and innovation. Approximately 50,000 students and 1,800 faculty and staff enjoy an unparalleled quality of life in an ideal climate, with physically beautiful and fiscally sound campuses that have earned a global reputation for excellence.

Occupying more than 100 buildings on 200 acres in Silicon Valley, the Foothill-De Anza district is well positioned to partner successfully with companies, government agencies and nonprofit organizations in Santa Clara County and beyond. As chief executive officer of the district, the next chancellor will work with the presidents of the two colleges on an ambitious agenda to take the district to the next level of excellence and innovation.

By every measure, this is a phenomenal career opportunity.

District Overview

The Foothill-De Anza Community College District consists of two colleges and an education center located in the heart of Silicon Valley, just four miles from Stanford University and 30 miles south of San Francisco. The district is part of the California Community Colleges system, which has 116 colleges in 73 districts serving more than 1.8 million students, making it the largest system of higher education in the United States.

The mission of the Foothill-De Anza Community College District is student success. We are driven by an equity agenda and guided by core values of excellence, inclusion, and sustainability. Every member of our district contributes to a dynamic learning environment that fosters student engagement, equal opportunity, and innovation in meeting the various educational and career goals of our diverse students. We are committed to providing an accessible, quality undergraduate education dedicated to developing a broadly educated and socially responsible community that supports an equitable and just future for California.

A seven-member board of trustees governs the district. Voters from five geographic areas within the district's boundaries elect five trustees, and two student trustees, representing each of the colleges, serve in an advisory capacity. The district has a long history of electing professional, policy driven board members. Encompassing the Santa Clara County communities of Cupertino, Los Altos, Los Altos Hills, Mountain View, Palo Alto, Stanford, Sunnyvale and parts of Saratoga and San Jose, the district has a population of more than 450,000 residents. More than 1 million students have attended the colleges since the opening of Foothill College in 1958 and De Anza College in 1967.

The Board of Trustees is deeply committed to equity and has adopted priorities directed toward eliminating structural racism and systemic inequities deemed critical in eliminating equity gaps, enhancing student social and emotional well-being and success, and reenvisioning the campuses.

Foothill-De Anza has a long and productive tradition of participatory governance. The Chancellor's Advisory Council, comprised of faculty, staff and student leaders, is the main governance group that advises the chancellor on institutional planning, budgeting, and policy and procedures.

Foothill-De Anza enjoys strong support from a community that values and respects quality education. In 1999, 2006, and 2020, voters overwhelmingly approved district general obligation bond measures that have generated approximately \$1,636.8 billion for new construction, modernization and other capital improvements, including new technology that resulted in significant upgrades to the campuses. The \$898 million bond measure approved in 2020 will fund improvements and renovations, investments in employee and student housing, and a new student services building and event center at De Anza College.

Local residents also serve on the district's bond oversight committee, audit and finance committee, and nonprofit foundation, which has more than \$58 million in assets and raises between \$3 million and \$5 million annually for direct student support and program support at the colleges. An initiative launched by the foundation in fall 2021 aims to raise \$3 million in three years to support student basic needs — food, housing, and mental health.

Foothill College



Foothill College has a long-standing national reputation for teaching excellence and innovation. Founded In 1957 with a commitment to “educational opportunity for all,” the serene campus in Los Altos Hills rests on 122 acres of rolling foothills and has been called “the most beautiful community college ever built” by the San Francisco Chronicle. In addition to its main campus, the college operates an educational center in Sunnyvale, which serves as a regional hub for training and internships.

The first community college in California to offer an online course for credit, Foothill College now offers more than 40 fully online associate degree programs and approximately 300 online course sections as part of its commitment to multiple modality options for students. Even before the transition to online education necessitated by the pandemic, more than 50% of the college’s enrollment was online. Foothill College has long been recognized as a statewide and national community college leader in online education.

Foothill College has achieved state, regional and national acclaim for its numerous high-quality academic programs, including a bachelor’s degree in dental hygiene, innovative apprenticeship partnerships and career programs. A second bachelor’s degree program in respiratory care has recently been approved. The college hosts a Middle College and an extensive dual enrollment program and is currently building on strengths in digital education, experiential learning, and institutional transformation.

Foothill College faculty are nationally recognized for their excellence in the classroom and educate approximately 25,000 day, evening and online students annually. Students may choose from 82 associate degree programs and 108 certificate programs or take classes in preparation for transfer to another college or university.

Foothill consistently ranks among the top transfer institutions in the state. Approximately 1,000 Foothill students transfer annually to the University of California and California State University systems, and about 400 students each year transfer to private and out-of-state institutions including MIT, Stanford University, University of Southern California, Cornell University and

Georgetown University. In 2022, the college awarded 1,003 associate degrees, 1,145 credit certificates and 76 bachelor's degrees.

Foothill faculty, staff and administrators are guided by core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability in working to achieve the institution's mission statement: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations.

De Anza College



De Anza College is an institution driven by its vision to empower all students to attain their educational goals, develop an equity-based mindset and become civic leaders in their communities. Employees embrace the college mission to provide an academically rich, multicultural learning environment that challenges students of every background to develop their intellect, character and abilities; to realize their goals; and to be socially responsible leaders in their communities, the nation and the world.

The college serves nearly 30,000 students annually, providing the opportunity to earn an associate degree in 70 fields of study or one of 95 certificates. The college has also gained authorization to offer a bachelor's degree program in automotive technology management. De Anza is consistently at or near the top statewide in transfers to four-year institutions, with more than 2,500 students transferring each year to campuses of the University of California and California State University and hundreds more heading to private and out-of-state institutions. The college also boasts award-winning career training programs recognized for helping students make financial and employment gains. In 2022, the college awarded 2,225 associate degrees, 1,029 credit certificates, and 41 noncredit certificates.

Students attending De Anza discover a diversity of people representing cultures from around the world and learn how to become fully engaged, politically aware citizens. The Vasconcellos Institute for Democracy in Action helps advance these goals. The college also provides the full

college experience. Students can join one of 76 campus clubs or start a new one; write for the award-winning campus newspaper, La Voz; visit the California History Center, Fujitsu Planetarium, Cheeseman Environmental Study Area and the Euphrat Museum of Art; or participate on one of 17 intercollegiate athletics teams.

Learning at De Anza College happens in state-of-the-art facilities, nine of which are LEED certified, including one LEED Silver and two LEED Platinum buildings. A regional asset to the community, De Anza neighbors and future students participate in Community Education programs, including not-for-credit, fee-based short courses and the De Anza College Academy, which provides year-round and special interest enrichment classes for elementary, middle school, and high school students.

Commitment to Equity

Equity, diversity and inclusion are core values of the Foothill-De Anza Community College District. The district is committed to helping all members of its community succeed by providing a supportive educational and work environment that is free from discrimination and that actively works to eliminate structural racism. All major planning efforts address student equity, including program review, resource allocation, accreditation, and strategic and educational master planning.

The district's governing board adopted a set of [priorities](#) intended to eliminate structural racism and achieve equity and student success goals, including the development of a shared understanding of the need for change, identification and monitoring of student equity and success goals, development of budgets that increase investments in intentional strategies designed to achieve student success and equity goals, and the identification and dismantling of systemic inequities and elements of institutional racism in district policies and practices. The goals of the chancellor and presidents align with the priorities adopted by the trustees. Reports of progress in reaching the goals are publicly presented twice per year.

De Anza College's Equity and Engagement Division offers programming aimed at addressing inequities in higher education, providing resources to help students overcome social barriers, and preparing students to become active participants and leaders in a democratic society. The college's [Equity Plan Re-imagined 2022-2027](#) reflects feedback gleaned from participatory governance groups and strategic planning sessions to inform the development of the college's new student equity and educational master plans.

Foothill College's Office of Equity and Inclusion is committed to developing and supporting a culture of equity that promotes student success, particularly for underserved students. The college's [Strategic Vision for Equity 2021-2025](#) provides a sustainable and systemic vision for achieving equity through eliminating demographically predictable disparities. Implementation teams ensure the issues and goals identified in the strategic vision are addressed across the entire campus and at all levels of the institution.

Foothill-De Anza welcomes and unites people of all ethnicities, genders, sexual orientations, socioeconomic classes, religions, abilities and ages, and empowers them as individuals and as groups. The district regularly reviews its record of equity and diversity in employment and believes that culturally diverse teams yield more creative, synergistic and effective outcomes.

Institutional Excellence and Innovation

Foothill-De Anza is nationally recognized for its contributions to research about community college students and best educational practices, and faculty and staff frequently make presentations at state, national and international conferences. The district's [Office of Institutional Research & Planning](#) works closely with the colleges to support data-driven decisions that maximize opportunities for student success.

Foothill-De Anza was selected in a competitive process in 2013 by the California Community Colleges Chancellor's Office to lead a statewide Online Education Initiative (OEI) to increase transfer and degree completion among California community college students. Following a remarkably successful launch, the district continues to manage what is known now as the [California Virtual Campus-Online Education Initiative](#) (CVC-OEI). The state-funded collaborative, which has received more than \$200 million in funding to date, offers access to quality online courses and robust support services for students, faculty members and classified professionals across the state. CVC-OEI was key in helping the statewide system accelerate the transition to online learning and student services during the pandemic.

Foothill was one of 15 colleges in California chosen by the California Community Colleges Board of Governors to offer a baccalaureate degree in dental hygiene as part of a pilot program authorized by the California Legislature in 2014. Based on the statewide program's success, the Legislature made the pilot program permanent and authorized its expansion in 2022. Foothill has since received approval to offer a second bachelor's degree in respiratory care, and De Anza has been authorized to offer a four-year degree in automotive technology management.

The district is a leader in environmental sustainability, and its 2021 [Energy Management Plan](#) sets ambitious goals for carbon neutrality and energy savings. In 2008, De Anza's Kirsch Center for Environmental Studies, which serves as a demonstration building for energy innovation and sustainability, became the first community college building in the nation to receive LEED Platinum certification. The district now has 10 LEED-certified buildings, offering students, faculty and staff an optimal teaching and learning environment. Extensive photovoltaic arrays at both campuses have reduced district energy costs by about \$1 million a year. Measure G bond projects include new facility construction, major renovations of existing facilities, and energy-saving retrofits for existing lighting, HVAC, and central plant systems.

Funded by a \$1.833 million grant from the Mellon Foundation, the districtwide Foothill-De Anza Humanities Mellon Scholars program funds enrichment activities, applied learning opportunities, and support services designed to increase the transfer success. Students in the program have designated faculty advisors, financial support for the purchase of textbooks and other course material, and paid internships that allow them to apply the knowledge and problem-solving abilities gained through their humanities course study.

The U.S. Department of Education awarded a \$2.25 million grant to De Anza College under the Title III "Strengthening Institutions Program" after the college submitted an application titled "Meeting Students Where They Are: Culturally Responsive Cohort-Based Models to Improve Student Outcomes." The grant allows the college to better serve its diverse student population by coordinating delivery of many student services through the Guided Pathways Villages, expanding Learning Communities, and creating a new Ethnic and Pride Inclusion Center for historically underserved students, including LGBTQ+ students. The college's Guided Pathways

Villages initiative was recognized with an Exemplary Program Award by the California Community Colleges Board of Governors.

The Foothill College Science Learning Institute (SLI) is an innovative instructional model that draws on educational research and best practices to support successful teaching and learning of STEM-related content. The SLI was founded in an environment of collaboration and innovation, allowing dedicated faculty members to teach, inspire and transform how STEM subjects are taught and learned. A key objective is to bring more students into STEM from historically underrepresented groups. In addition to increasing university transfer rates, the institute prepares students for work in fields such as biomedical devices, rapid prototyping, nanotechnology and renewable energy systems. The SLI has been strengthened by partnerships with the Bill & Melinda Gates Foundation's Global Skills for College Completion, the Carnegie Foundation's Statway project, and the National Science Foundation's STEMway and nanotechnology projects.

The Krause Center for Innovation (KCI) is a regional center that empowers Silicon Valley educators and students to use technology in the classroom to increase student success. Since it opened in 2000, the center, which serves as both an instructional space and a laboratory for exploration and learning, has trained more than 25,000 local elementary, middle and high school teachers from throughout the Bay Area and Southern California. The KCI's goal is to spread its transformative learning practices throughout California.

The Foothill-De Anza district is a founding member of the League for Innovation in the Community College and has continuously maintained its position as a member of the Board of Directors, one of only two California districts on the board.

District Budget

The Foothill-De Anza Community College District has a long history of fiscal strength maintained through careful planning and prudent fiscal practices. The district's [2022-2023 budget](#) includes \$208.1 million in unrestricted general fund revenue. A strong stability fund balance has offset shortfalls for many of the last few fiscal years and has also provided for strategic deficit spending during budget reductions, allowing a longer planning time to minimize layoffs and other impacts.

With a AAA rating from Standard and Poor's and Aaa from Moody's, the district refinanced outstanding general obligation bonds in 2021 producing savings of \$26.6 million to district taxpayers and reducing annual debt costs by \$1.33 million.

A multiyear trend of declining resident and nonresident enrollment presents a challenge to maintaining fiscal stability. The district anticipates remaining under state "hold harmless" funding, which has insulated the district's budget from the enrollment decline, until the 2024-25 fiscal year. After this time, barring any increases to base funding or specific budget allocations, the district would need to grow its enrollment and improve its supplemental and student success metrics under the [Student Centered Funding Formula](#) in order to increase its revenue allocation from the state.

Expectations of the Chancellor

The chancellor of the Foothill-De Anza Community College District must provide strong, consistent and visionary leadership. As chief executive officer of the district, the chancellor supervises the college presidents; vice chancellors; executive directors of the Foothill-De Anza Foundation, International Student Programs, and Krause Center of Innovation; senior advisor to the chancellor for reimagining Foothill-De Anza; coordinator of communications and public affairs; and assistant to the chancellor.

Commitment to Access and Student Success and Willingness to Take Risks to Advance Student Success

At the direction of the Board of Trustees, the chancellor provides leadership to fulfill the district's mission, responding to the changing demographics and needs of Silicon Valley by:

- Working with the presidents of Foothill and De Anza colleges in focusing on the colleges' primary roles of teaching and learning, improving academic programs and providing for optimum student access and success consistent with resources
- Guiding an effective long-range planning process that is inclusive and ensures the highest quality of instruction, student services, community services, and overall management and administration within available resources
- Advancing the district's commitment to equity and cultural pluralism through appropriate hiring policies, curriculum and program development, and affiliation with community organizations that can help the district fulfill its mission and further student success
- Developing and implementing innovative programs and opportunities that allow all staff to acquire knowledge and skills for professional growth
- In keeping with board priorities, building budgets that, regardless of fiscal conditions, increase investments in intentional strategies designed to achieve student success and equity goals and the elimination of systemic racism
- Supporting and working to improve shared governance processes and outcomes throughout the district in conjunction with faculty and classified senates and student governments as well as effective employer-employee relations in conjunction with the exclusive representatives of district employees

Ability to Create Lasting Change

Foothill-De Anza's next chancellor will be part of a new leadership team engaged in reimagining what the district can and should be in the future. This is a unique opportunity to work with the outstanding faculty, staff, administrators and students throughout the district to build a more student centered and equity minded district.

As a leader who values the contributions of all employees and students, the chancellor will:

- Cultivate and inspire a climate of cooperation between the colleges and Central Services by working with the presidents and vice chancellors to encourage collegiality and unity
- Prioritize strengthening and streamlining districtwide processes to remove barriers to student access and success
- Value collaborative problem solving as integral to the collegial consultation process and effective employee-employer relations

- Proactively support leadership training for administrators and supervisors and collective bargaining leadership to help create a more functional and respectful workplace environment for all employees
- Support the district's commitment to participatory governance and the role of all constituents including faculty, administrators, classified staff and students. These constituents participate in the decision-making process and in the development of recommendations to the Board of Trustees
- Respect the role of the faculty in curriculum, academic and professional matters
- Appreciate and support the contributions of part-time faculty members and move the institution toward engaging them in ways that better address their material and professional needs and increase their capacity to fully participate as members of the academic community

A Strong, Broad, Strategic Vision for the District and Its Students, Reflected in External Partnerships

Through effective communication with and leadership in the community, the chancellor will:

- Articulate and promote a strong, innovative vision of the district to the educational, political, business and civic leaders of the community, the state and the nation
- Advocate for the educational and financial needs of the district and its students to local, state and federal government officials
- Strengthen existing ties and develop new sustainable partnerships with business, industry, local communities, other colleges and universities, K-12 schools and other entities
- Inspire community leaders and organizations to support and participate in district programs and services
- Work with the Foothill-De Anza Foundation to raise funds from the private sector, and inspire and motivate members of the community to assist in these efforts
- Encourage and enable Foothill-De Anza faculty, staff and administrative leaders to engage with the community in ways that will raise the profile of the district and its colleges in the community, help them stay informed about evolving community needs and expectations, and enhance their ability to respond effectively

Raise and Allocate Resources in Ways Aligned to Student Success

As chief executive officer of the district, the chancellor will:

- Manage the district's resources with a keen understanding of how the colleges are funded to guide wise decisions when allocating scarce resources and developing multiyear analyses of policies and trends affecting revenues and expenses
- Strengthen the district's financial position, anticipate fiscal uncertainties, and effectively guide the district during times of fiscal crisis to make sound and equitable student-centered decisions
- Develop new sources of external funding, promote income-generating ventures and partnerships with business and industry, and serve as an effective spokesperson for increased funding at the local, state and national levels
- Implement a revised budget allocation model that is student centered and equity minded
- Oversee district and college budgets and ensure input from representatives of all constituencies

Opportunities and Challenges

The new chancellor will lead the district through new opportunities and challenges over the next several years. How well the chancellor does in guiding the district as it acts to address those opportunities and challenges will almost certainly determine the new chancellor's success.

Among the opportunities and challenges that are the most pressing are:

The Opportunity to Further Progress on the District's Commitment to Equity

As noted, equity, diversity and inclusion are core values of the Foothill-De Anza Community College District. The Board of Trustees has adopted a set of Board Priorities that includes an explicit call for the development of "a shared understanding ... regarding the need for ongoing institutional change and why it is imperative if we are to eliminate structural racism and achieve our equity and student success goals."

The district recognizes that educational institutions in the United States have not fully served all students equitably and that systemic racism continues to harm students of color. For that reason, Foothill-De Anza identifies race as a significant factor in our equity work. Our aim is to identify barriers to success for students of color and other historically marginalized groups and eliminate them.

Foothill-De Anza also believes equity and diversity in employment is critical to enhancing student success. As a result, finding and retaining superbly skilled, highly talented and strongly committed employees who reflect the diversity of our student body is an imperative.

Foothill-De Anza's new chancellor will need to champion the district's commitment to equity and effectively lead ongoing institutional change that yields continued progress.

The Challenge of Strengthening Participatory Governance and Improving Labor Relations

Foothill-De Anza has a long history of meaningful participatory governance and collaborative labor relations it aspires to build upon. The new chancellor should bring thoughtful attention to existing systems, processes and procedures, some of which will require refinement or repair in order to improve communication, collaboration and overall effectiveness.

Foothill-De Anza's new chancellor should effectively engage constituents, using good interpersonal skills to foster a working environment characterized by mutual respect and trust. The district seeks to increase collaboration with governance and labor groups and supports the development of an approach to labor relations that encourages problem solving and mutual gains. The chancellor will also need to be a skilled and confident practitioner of participatory governance and a genuine partner with faculty, staff, administrator and student representatives in working to improve processes and ensure good and timely participatory governance outcomes.

The Challenge of Identifying a Sustainable Financial Model and Opportunity to Identify and Secure New Sources of Revenue

In 2018-2019, California adopted a new method for allocating state funding to community colleges — called the Student Centered Funding Formula (SCFF) — that bases general

apportionments on three amounts: a base allocation that largely reflects enrollment, a supplemental allocation based on the number of low-income students the district serves, and a student success allocation based on how well the district's students do as reflected in several student outcome measures. Since the implementation of the SCFF, enrollments at many California community college districts, including Foothill-De Anza, have declined.

Because of declining community college enrollments, current SCFF-determined funding for many districts, including Foothill-De Anza, would be materially less than it is now if the state used each district's actual current enrollment to calculate its SCFF funding. For that reason, the state put a "hold harmless" provision in place to provide relief to districts like Foothill-De Anza where enrollments have yet to recover. For the 2022-2023 fiscal year, that relief is estimated to be just over \$7 million for the district, representing approximately 1,450 full-time equivalent students. The hold harmless provision is scheduled to last for three more years, through 2024-2025.

While Foothill-De Anza receives the bulk of its funding from the state under the largely enrollment-driven SCFF, three of Foothill-De Anza's closest neighbors — San Mateo, West Valley-Mission and San Jose-Evergreen — are "community-supported" districts that do not receive SCFF funding because they receive more money in local property taxes and enrollment fees than they would under the SCFF. Community-supported districts receive more revenue per student than Foothill-De Anza, and they are more insulated from the adverse financial consequences of any decline in enrollment. Foothill-De Anza, therefore, finds itself surrounded by districts that have more financial flexibility, and in some cases security. The new chancellor will need to understand this reality and be prepared to navigate enrollment and fiscal realities accordingly.

Over the last five to six years, nonresident student enrollment at Foothill and De Anza (consisting of international as well as out-of-state students) has fallen by nearly 60%. There has been a corresponding decline in revenue from nonresident tuition, which in 2018-2019 was more than \$10 million higher than it is projected to be this year. The decline in nonresident tuition and other budget categories associated with restricted and categorical programs, self-sustaining programs, and others underscore a problem of growing strategic importance.

Foothill-De Anza's new chancellor will need to bring knowledge, insight and expertise to the complex task of identifying a sustainable financial model for the district along with associated resource allocation methods aligned to student success. Among other things, that will require finding entrepreneurial ways to raise revenue to support strategies for improving student success, in part by fully employing the Foothill-De Anza Foundation as a strategic resource. Finally, the chancellor will need to build on Foothill-De Anza's history of innovation and strong reputation to renew and expand relevant, high quality programs and services while identifying and securing new one-time and ongoing sources of revenue to support those initiatives.

The Opportunity to Move the District Toward a Reimagined Future

On top of addressing the major disruption caused by the pandemic, Foothill-De Anza is being challenged to respond to shifting demographics in its service area, growing income inequality in Silicon Valley, a demand for new and different approaches to preparing students for challenging and rewarding careers, and the growing realization that housing and food insecurity, along with mental health and well-being issues, are significant factors confronting many of our students and those who would normally be expected to become our students.

These realities mean the district needs to reimagine how its programs meet community needs, its approach to enrollment management and new enrollment innovations, the way it has historically operated and how that has created barriers to students over time, and how the district's colleges will respond to the increasingly urgent requirement to address students' basic needs.

Foothill-De Anza's new chancellor will need to inspire creative thinking among faculty, staff, students and administrators regarding a reimagined future for the district and pursue timely and effective action to bring that future into existence.

Desired Attributes

In addition, the district seeks a leader with the following qualities, skills and characteristics:

- Demonstrated experience with and interest in supporting strong collaborations and shared goal setting across all organizational units of a multi-college district
- Demonstrated experience in creating and maintaining good working relations with faculty, classified and student senates; employee bargaining units; and a governing board
- Understanding of and respect for collective bargaining, with a commitment to mutual gains bargaining coupled with well-developed interpersonal skills that support productive working relationships between and among various constituents
- Ability to solve problems creatively, to make decisions in a fair and consistent manner, and to work in environments that are organizationally complex with differing points of view
- Strong evidence of being actively present and engaged with community and campus stakeholders and an established, strong advocate for the campuses they lead
- Evidence of nurturing and building leadership potential and capacity from their constituencies
- A deep knowledge of student success data and evidence of making data-informed decisions to improve success
- Demonstrated ability to communicate with regional employers and to pursue partnerships to meet future employer workforce needs
- Ability to steward existing donors and pursue new community partnerships
- Ability to work with the governing board and assist board members in their roles as policymakers, district spokespersons and representatives of the community
- Demonstrated skill in both strategic and operational planning and financial management
- Ability to champion the district to local, state and national legislators

Qualifications

Required

- An understanding of, sensitivity to and respect for the diverse academic, socioeconomic, ethnic, religious and cultural backgrounds, disability and sexual orientation of community college students, faculty and staff
- Master's degree

- Experience working with a board of trustees or similar governing body such as a university or college board of governors or board of regents or a corporate or nonprofit board of directors
- Five to ten years of experience in progressively responsible positions in educational administration, including a minimum of three years at the executive level; comparable experience in business or nonprofit entities will be considered

Preferred

- Relevant advanced degree
- Teaching or student services experience at the secondary or post-secondary level

Nominations and Applications

For full consideration, applications should be received by **March 10, 2023**. The committee will review application materials until the position is filled. The application must include a cover letter, current resume, and contact information for five recent professional references and must be sent to Foothill-DeAnzachancellor@agbsearch.com.

For further information and instructions to applicants, please review the prospectus available above.

All inquiries, nominations, and applications will be held in strictest confidence; references will not be contacted without the applicant's expressed permission. Inquiries, and nominations should be sent to Foothill-DeAnzachancellor@agbsearch.com or directed to:

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Foothill-De Anza Community College District is an Equal Opportunity Employer and is committed to equity, social justice and multicultural education, as well as civic and community engagement.

The Foothill-De Anza Community College District is committed to maintaining a workforce that demonstrates an understanding of, sensitivity to, and respect for the diverse academic, socioeconomic, ethnic, religious, and cultural backgrounds, disability, and sexual orientation of community college students, faculty and staff.