



CHANCELLOR PROFILE

COMMUNITY COLLEGES OF SPOKANE, WASHINGTON

The Board of Trustees of the Community Colleges of Spokane (CCS) invites nominations and applications for the position of Chancellor. CCS seeks a chancellor with a deep commitment to student success, academic excellence, and community collaboration.

Mission – Provide all students an excellent education that transforms their lives and expands their opportunities.

Vision - Providing the best community college experience in the Northwest.

Values Students First / Equity / Access / Excellence / integrity / Leadership /
Responsiveness / Stewardship

Strategic Priorities - Student Success, Operational Excellence, and Employee Success and Excellence

The Community Colleges of Spokane is located in Spokane, Washington, recognized as one of the best places to live in America by Outside Magazine. Spokane is Eastern Washington’s largest city, located 300 miles east of Seattle and 30 miles from the Idaho border. An abundance of parks, lakes, and museums as well as a dynamic music and food scene make the community an ideal place to live and work. The region is known for moderate living costs, a commitment to higher education, and is served by an international airport. In addition to the Community Colleges of Spokane, the region is home to five universities and two medical centers. Top industries include health care, life sciences, agribusiness, aerospace, military (as represented by the Fairchild Air Force base), manufacturing and craft beer, wine and cider production. CCS is located on the traditional and sacred homelands of the Spokane Tribe. It also provides services in a region that includes traditional and sacred homelands of the Confederated Tribes of the Colville Reservation, Kalispel Tribe and Nez Perce Tribe. The district serves a growing refugee population.

Founded in 1963, CCS is a dynamic district that serves over 30,000 students a year throughout Eastern Washington at two accredited institutions, Spokane Community College (SCC) and Spokane Falls Community College (SFCC). The district serves the urban and suburban population of greater Spokane, as well as rural communities and Native American lands throughout a

12,300 square mile region in Eastern Washington including Spokane, Stevens, Whitman, Ferry and Pend Oreille Counties as well as portions of Lincoln County. Both colleges in the district are accredited by the Northwest Commission on Colleges and Universities. Governed by a 5-member local board of trustees appointed by the governor, CCS is a member of the Washington State Board of Community and Technical Colleges. With an annual budget of \$218 million and more than 2,300 employees, CCS offers 187 degree and certificate programs, taught by 360 full-time and 265 part-time faculty (FT/PT ratio = 58%/42%). CCS delivers, in urban and rural settings, a variety of educational programs including transfer, professional/career, applied baccalaureate, personal enrichment programs, business and community training, adult literacy services, Spokane County Head Start/ECEAP/Early Head Start and innovative support services such as Guided Pathways.

The median age of students at the colleges is 26. Half attend full time and one third are first generation. Nearly half (49%) are female and 35% are male (16% did not report). In terms of diversity, 57% are white; 10% multi-race, 4.5% Hispanic, 3.3% Asian, 3.2% African American, 1.4% American Indian/Alaskan Native, .6% Native Hawaiian/Other Pacific Islander (17% not reported).

Challenges and Opportunities

1. Position CCS as a regional leader, strengthening alliances with local businesses and industries, school districts, universities, tribal nations, and governments to meet the region's educational, workforce and economic demands.
2. Foster a sense of unity across the district, while recognizing the uniqueness of the colleges, through cross-district communication, integration, and collaboration. Advance the district's culture of trust, transparency, and belonging, inspiring faculty, staff, students, and stakeholders to work together to address the district's challenges and opportunities.
3. Work in partnership with presidents, faculty and staff to build enrollment, expand student access through targeted outreach, innovative programs, technology, and partnerships. Identify and serve new student populations.
4. Work in partnership with the colleges to increase student retention, success, and eliminate equity gaps.
5. Provide leadership and innovation to promote a financially resilient institution and address funding challenges. Generate sustainable support for programs, infrastructure, and student success.

6. Apply lessons learned in the COVID-19 environment to achieve cohesive delivery systems and remain agile to serve the diverse needs of students.
7. Serve as a passionate advocate for CCS, communicating the value of the district to its urban and rural communities and legislative leaders. Develop strategic partnerships throughout the region to maximize the district's local, regional, and global impacts.
8. Work with colleges and district divisional leadership and the community to strategically prepare the district for anticipated changes in higher education, the workplace, and the economy.
9. Lead the establishment of goals and objectives to expand innovative programs and delivery options that respond to changes in technology, education, and the economy and align with regional workforce training needs while broadening economic opportunities for all.

Ideal Characteristics

1. A passionate, student-focused leader who inspires enthusiasm for the CCS mission, projects a clear vision and empowers faculty and staff to achieve it, building on the district's rich tradition of educational excellence and partnerships across the district and throughout the community.
2. An articulate spokesperson and thought leader with exceptional communication and collaboration skills, who is visible and accessible on the campuses and throughout the community. A leader guided by ethics, integrity, and compassion with a record of transparency and inclusiveness.
3. A culturally responsive leader who advances equity and social justice by promoting an inclusive learning environment that eliminates gaps in access, success, and achievement of systematically marginalized populations.
4. Demonstrated success recruiting and retaining highly qualified, diverse faculty and staff, who are valued, supported and empowered to achieve college goals. Experience with, and support for, the collective bargaining process and collegial management systems.
5. A leader who values the role of technology to support student success, increase efficiency of districtwide operations, promote data literacy, and better serve students and the community.

6. A creative, critical thinker who thrives in changing environments, one with a proven record of leading systemic change in higher education to solve complex problems and prepare colleges for future challenges and opportunities.
7. A delegator who empowers presidents and other administrators to achieve the mission of the colleges and district; a leader who instills a sense of fairness among the various units of the district and resolves conflicts while promoting mutual respect.
8. An experienced educational leader who understands the complex dynamics of a district and state system. Serves as our lead representative to the state system's association of college presidents (WACTC), participating in critical system discussions and deliberations. An astute financial manager who has successfully managed large and complex assets, aligning budget allocations with institutional priorities.
9. A successful fundraiser who generates support from donors, business, government, and the legislature to support program development and student success.
10. A strategic, results-oriented leader who recognizes and creates opportunities, and leads college/district teams to act upon them. A track record of setting measurable goals, assessing progress and using data to make informed decisions.
11. A leader with demonstrated success working with an appointed board, advising trustees on key issues, and collaborating with the board to realize the vision for the district's future.

Minimum Qualifications

1. Master's degree. A Doctorate is preferred.
2. Senior level administrative experience at a large and complex organization, preferably a multi-campus higher education institution.
3. A background in instruction is preferred.
4. Experience in and/or demonstrated knowledge of the roles of community colleges.