



DOÑA ANA COMMUNITY COLLEGE

**VICE PRESIDENT
for ACADEMIC AFFAIRS**



NMSU Doña Ana Community College

A photograph of a large, modern, multi-story building with a green roof and stone accents. The word "WELCOME" is visible in large letters on a window. The building is surrounded by trees and a lawn.

VICE PRESIDENT FOR ACADEMIC AFFAIRS POSITION PROFILE

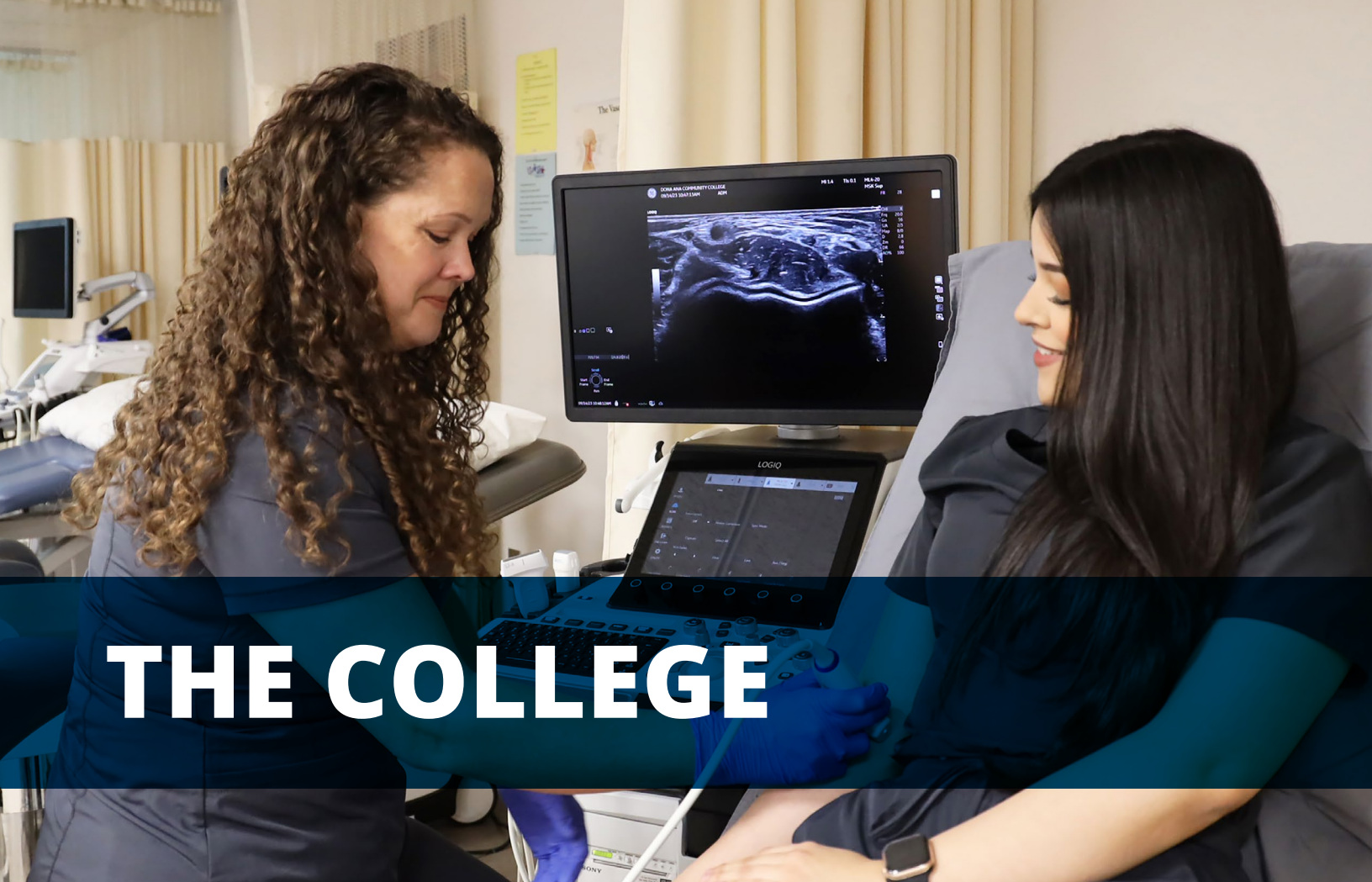
Doña Ana Community College invites nominations and applications for the position of Vice President for Academic Affairs



Doña Ana Community College (DACC) seeks an innovative and collaborative scholar who is prepared to serve as the academic leader of a complex institution that is strategically focused on meeting the educational and training needs of Doña Ana County and southern New Mexico.

The Vice President for Academic Affairs (VPAA) reports directly to the President/Chancellor and is responsible for the academic operations of a multi-location community college. The VPAA supervises the academic deans, plus administrators and staff.

The VPAA will be an actively engaged, effective representative of the DACC community and a person of the highest integrity.



THE COLLEGE

Doña Ana Community College (DACC) is a two-year public community college founded in 1973 as a result of a collaboration between New Mexico State University (NMSU) and the three school districts in Doña Ana County (Gadsden, Hatch, and Las Cruces) to meet the postsecondary vocational-technical education needs of the County. Initially, Doña Ana County Occupational Education Branch of New Mexico State University (DACOEB) held classes and training programs on the campuses of NMSU, Mayfield High School, Gadsden High School, and Hatch High School, until facilities were built on 15 acres adjacent to the NMSU campus. The institution's name was officially changed to Doña Ana Community College in 2006 and became independently accredited in 2008. DACC is a Hispanic-Serving Institution that offers both career and technical education

programs, and general education and transfer programs as well as non-credit workforce development opportunities at nine locations throughout the County: the East Mesa Campus, the Espina Campus, the Workforce Center, and Arrowhead Park Early College High School, all located in Las Cruces; and the Gadsden Center, the Chaparral Center, the Sunland Park Center, Alta Vista Early College High School, and Otero County Prison, serving the south side of the County. Doña Ana County is the second largest county in New Mexico and shares a border with both Texas and Mexico.

As one of three community colleges in the NMSU system, DACC is governed by the NMSU Board of Regents through an operating agreement between the university and the boards of education of the Gadsden,

Hatch, and Las Cruces School districts. The DACC Advisory Board, comprised of representatives from the three school boards, approves the budget, initiates mill levy and bond issue elections, and advises DACC on program needs. All NMSU-System institutions follow the policies and procedures outlined in the NMSU Regents Policy Manual (RPM) and the Administrative Rules and Procedures (ARP). DACC's President also serves as the Chancellor of the NMSU System Community Colleges.

College Mission

DACC is a responsive and accessible learning-centered community college that provides education opportunities for a diverse community of learners in support of academic interests, workforce development, and economic growth.

College Vision

DACC will be a premier, inclusive college that is grounded in academic excellence and committed to fostering lifelong learning and active, responsible citizenship within the community.

College Principles

Access

- Defined pathways to workforce and/or bachelor's degree
- Affordable education
- Flexible schedule options
- Programs and services that support a wide range of student needs

Innovation

- Intentional and creative use of technology
- Focus on "real-world" practical experience
- Diverse perspectives and viewpoints
- Informed risk-taking

Excellence

- Responsive curriculum
- Quality teaching and learning environment
- Rigorous expectations
- Community support

Strategic Plan

As part of the NMSU-System, the college's strategic plan follows a similar structure to the [NMSU LEADS 2025 Strategic Plan](#) adapting the NMSU Goals to the community college environment. The DACC Strategic Plan includes four goals: Enhance Student Success and Social Mobility, Support Research and Creative Activity, Amplify Services to Our Communities, and Build a Robust University System.

DACC's President has designed measurable, focused priorities called Things That Matter to operationalize DACC's mission, vision, principles, and goals. The Things That Matter priorities are data-informed and provide guidance to decision-making processes at the college.

- **Priority 1 ACCESS:** Increase the number of people in the communities we serve who access DACC services and resources.
- **Priority 2 THRIVE:** Increase the number of students who use the college and community resources known to support student success.

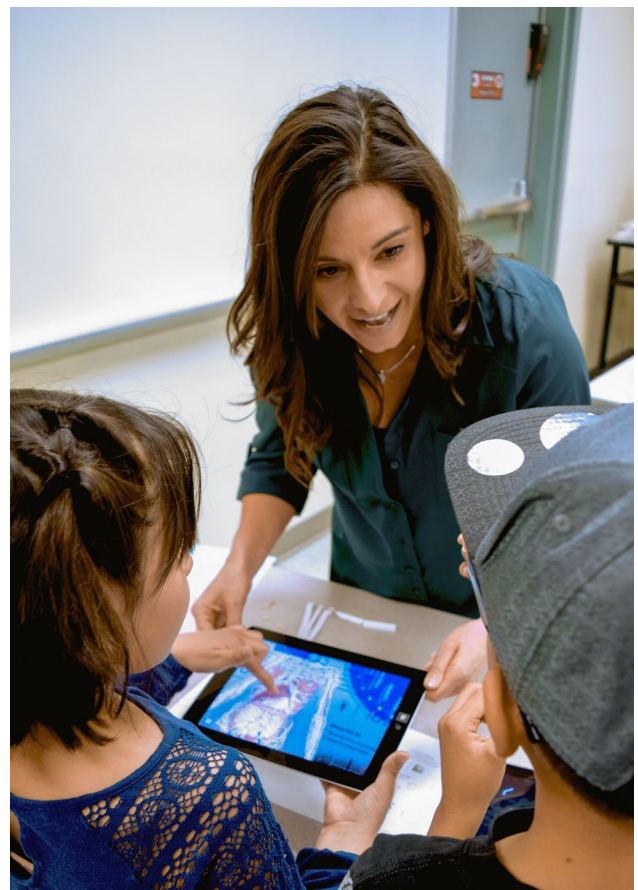
- **Priority 3 BENEFIT:** Increase the number of students who complete their educational goals.
- **Priority 4 EXCEL:** Implement practices across the college that allow us to produce results effectively and efficiently.

Achieving the Dream (ATD) and DACC's Commitment to Student Success

DACC is partnering with AtD, an organization that believes in community college transformation to create opportunities for students. The goal of the affiliation is to affect sustained change at DACC that promotes and fosters student success—their access to education, completion of their educational goals, and, ultimately, their impact on community. With support from AtD coaches, a college-driven Student Success Vision was developed and student-success focused professional development activities for faculty and staff have been held.

Student Success Statement

“DACC will actively support students to be agents of their own learning in an inclusive, culturally responsive, and equitable environment. Students will explore, establish, navigate through, and achieve their personal, academic, and professional goals to enrich their lives, the lives of their families, and their communities.”





DOÑA ANA COMMUNITY COLLEGE CAMPUSES AND CENTERS

Doña Ana Community College provides educational services to residents of Doña Ana County, New Mexico, a large rural county in the southern part of the state. Most of the population resides in four areas: Sunland Park, near the Santa Teresa Port of Entry with Mexico; Anthony and Chaparral, on the border with Texas, just north of El Paso, TX; Las Cruces, centrally located with the largest population in the county; and Hatch, the “Chile Capital of the World” located in the northwest sector of the county, near Spaceport America. The distance between the southernmost community, Sunland Park, and the northernmost, Hatch, is approximately 90 miles.

East Mesa Campus

Located at 2800 Sonoma Ranch Blvd in Las Cruces, the East Mesa Campus serves as the main campus and is home to the central administration for the college. The campus includes a full complement of student services. Additionally, it has a bookstore, library, computer labs, the Academic Readiness Center (tutoring), and a 350-seat auditorium.

The East Mesa campus offers a broad range of freshman- and sophomore-level general

education courses. It is also home to the following associate degree and certificate programs: Arts, Business Management, Business Office Technology, Computer and Information Technology, Creative Media Technology, Criminal Justice, Culinary Arts, Drafting and Design Technologies, Early Childhood Education, Education, Emergency Medical Services, Fire Investigations, Fire Science, Health Information Technology, Hospitality and Tourism, Hospitality Services Management, Law Enforcement, Pre-Business, and Public Health. The campus also provides dual credit opportunities for students in the Las Cruces Public Schools.

Espina Campus

Located in Las Cruces adjacent to NMSU’s main campus, the Espina Campus has a library, computer labs, Academic Readiness Center (tutoring), and the Quintana Learning Center (adult education). A full complement of student services is also offered on this campus.

The Espina campus offers a broad range of freshman- and sophomore-level general education courses. The campus is also home to the following associate degree and certificate programs: Allied

Healthcare; Automotive Technology; Dental Assistant; Dental Hygiene; Diagnostic Medical Sonography; Electronics Technology; General Engineering; Heating, Ventilation, Air Conditioning and Refrigeration; Nursing; Radiologic Technology; Respiratory Therapy; Science; Water Technology; and Welding Technology. The campus also provides dual credit opportunities for students in the Las Cruces Public Schools.

Chaparral Center

Located in Chaparral, New Mexico, this center is situated adjacent to Chaparral High School. Opened in the spring of 2012, the 6,200-square-foot center offers select freshman- and sophomore-level coursework. It is also home to the Electrical Lineworker program and an adult education program.

South County – Gadsden and Sunland Park Centers

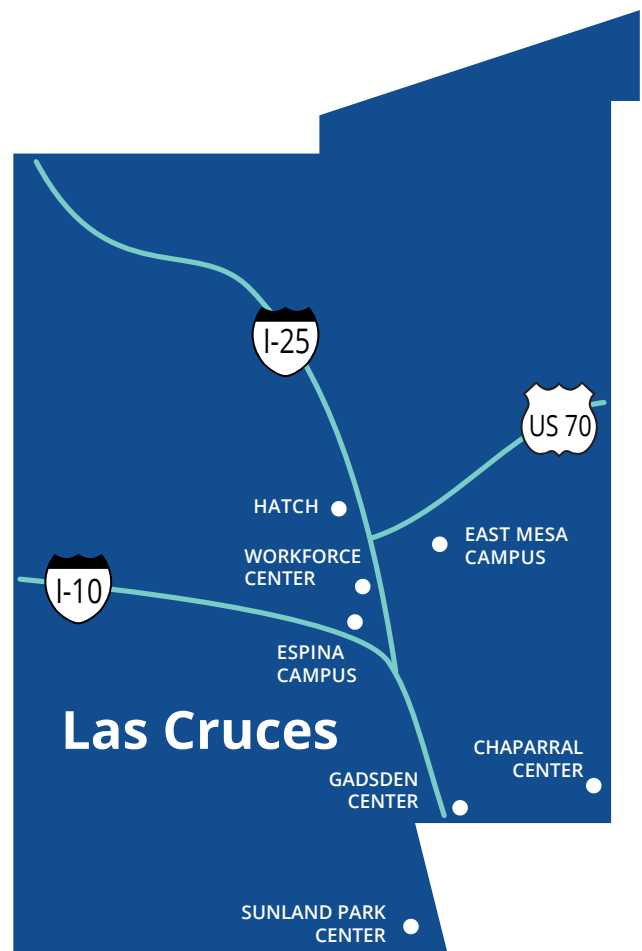
Located in Anthony, and Sunland Park, New Mexico, these centers offer freshman- and sophomore-level coursework in general education, and select coursework in career and technical education. ESL (English as a Second Language), GED, and citizenship classes for the border area are available through the Adult Education program, housed at the centers. These centers also provide Academic Readiness Centers (tutoring), computer labs, and library support services. Advisors are available at the south county centers to advise students as they make career, program, and scheduling choices. These centers provide dual credit opportunities for students in the Gadsden Independent School District.

Workforce Center

Located in central Las Cruces, the Workforce Center offers a range of credit and non-credit options for the community.

The following associate degree and certificate programs are offered at this site: Aerospace Technology, Automation and Manufacturing Technology, Building Construction Technology, and Environmental and Energy Technologies.

In addition, DACC offers non-credit educational opportunities including adult education, customized training, continuing education, business training seminars, and the Truck Driving Academy. The Workforce Center is also home of the Small Business Development Center. Together, these programs address everything from the start-up needs of small businesses to the larger training needs of established, growing businesses.





“Creative Campus”

The Creative Campus is an emerging partnership focused on increasing capacity for film and digital media across sectors and industries by developing workforce, cultivating industry partnerships, stimulating entrepreneurship, building the talent pipeline, and supporting research. DACC’s Creative Media Technology program is part of “Creative Campus,” a broad-based collaboration in Southern New Mexico.

Early College High Schools

Arrowhead Park Early College High School, located on the south side of the NMSU campus offers pathways that focus on engineering, computer technology, and medicine.

Alta Vista Early College High School, located in Anthony, New Mexico, serves the south county and offers pathways towards an Associates of Art and an Associates of Science.

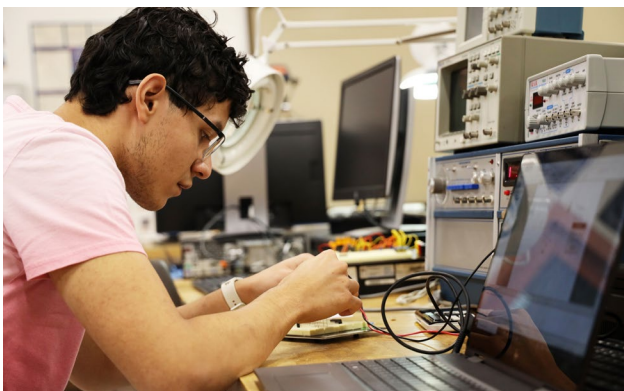




DOÑA ANA COMMUNITY COLLEGE ACADEMIC PROGRAMS

DACC offers a diverse range of academic programs aligned with its mission. Students can pursue associate degrees in arts, science, and applied science, along with one- and two-year certificates, workforce credentials, and industry certifications. Developmental courses in English and math support students in their transition to college-level coursework. The Center for Education and Career Development provides adult education services, high school equivalency, and English as a Second Language classes for both students and community members.

DACC organizes its credit academic programs within five divisions: Advanced Technologies; Arts, Humanities, and Social Sciences; Business and Public Services; Health Sciences; and Science, Engineering, and Mathematics.



Advanced Technology (AT)

The AT Division offers students the opportunity to study a variety of professional courses developed for today's leading industries. Classroom experiences are enhanced through high-tech lab activities that accentuate self-direction, productivity, and professionalism while challenging students to become problem solvers, critical thinkers, and life-long learners.

Advanced Technology has programs in:

- Aerospace Technology
- Automation & Manufacturing
- Automotive
- Building Construction
- Computer Information Technology
- Drafting and Design Technology
- Electrical Lineworker
- Electronics
- HVAC
- Water Technology
- Welding

Arts, Humanities, & Social Sciences (AHSS)

The AHSS Division helps students acquire the skills, knowledge, and attitudes necessary for college and workforce success and can lead to the completion of a number of associate degrees and certificates. Courses are offered at all campuses in a variety of class formats to best fit work and life schedules.

In addition to general education coursework in a wide variety of disciplines, Arts, Humanities, & Social Sciences has certificate/degree programs in:

- Arts
- Digital Media Technologies
- Education
- Early Childhood Education
- Public Health

Business & Public Services (BPS)

The BPS Division of DACC serves a diverse community of learners by preparing students who choose a business or public service course of study with the knowledge and skills to successfully become professionals in a career technical field or by preparing them to succeed in a transfer degree program that leads to a bachelor's degree.

Business & Public Services has programs in:

- Business Management
- Criminal Justice/Law Enforcement
- Culinary Arts
- Emergency Medical Services
- Fire Science
- Health Information
- Hospitality and Tourism
- Hospitality Services Management
- Office Administration Technology
- Pre-Business

Health Sciences (HS)

The HS Division is committed to educating and mentoring students to become skilled professionals who will meet the healthcare needs of the community and surrounding areas.

Health Sciences has programs in:

- Allied Health Care Assistant
- Dental Assistant
- Dental Hygiene
- Diagnostic Medical Sonography
- Nursing
- Diagnostic Medical Sonography
- Radiologic Technology
- Respiratory Therapy





Science, Engineering, & Mathematics (SEM)

The SEM Division provides students with a broad selection of general education courses in the sciences, engineering, and mathematics to prepare students for entry into college-level courses, to become professionals in a career field, and for transfer to four-year institutions.

Science, Engineering, & Mathematics offers an Associate of Sciences and provides courses in these disciplines:

- Astronomy
- Biology
- Chemistry
- Computer Science
- Developmental Math
- General Engineering
- Geography
- Geology
- Mathematics
- Nutrition
- Physics
- Statistics

Workforce Development & Career Readiness (WDCR)

WDCR provides opportunities for short-term, non-credit training programs, professional skill development, lifelong learning, high school equivalency, English as a Second Language (ESL) and career exploration for adult students.

Workforce Development & Career Readiness offers:

- Centers for Education and Career Development (adult education)
- Academy for Learning in Retirement
- Career & Life Skills Academy
- Career Exploration & Job Readiness
- Customized Training
- Digital Skills Academy
- Health Career Certifications
- Pottery for Adults
- Truck Driving Academy
- Union Pacific Industrial Skills Academy





DOÑA ANA COMMUNITY COLLEGE STUDENTS, FACULTY, STAFF

DACC's Commitment to Equity

DACC is dedicated to creating a welcoming and inclusive environment for all students, faculty, and staff. An Equity Statement crafted by the DACC community reflects commitment to these goals:

“Doña Ana Community College (DACC) commits to fostering a sense of belonging for all students, faculty, and staff. We pledge to create an accessible, inclusive, and welcoming environment that values diverse backgrounds, experiences, and perspectives. Our shared responsibility is to treat all members of the DACC community with equity, compassion, and dignity. We work to reduce barriers to ensure that historically and socially marginalized populations have opportunities to flourish. DACC will continue to educate our community on practices that support equity, inclusion, and diversity.”

Student Demographics

DACC's demographics generally reflect the region: a significant Hispanic, first-generation student population, many of whom are in resource-constrained circumstances.

Student Support

Student services are integral to DACC's mission and priority of fostering student success. Guided by the Student Success Vision Statement, which emphasizes empowerment and inclusivity, DACC actively supports students in achieving their personal, academic, and professional goals. DACC provides a range of student services tailored to its diverse community of learners. Three key examples include:

- The [Academic Readiness Center \(ARC\)](#) offers tutoring both online and in-person at four main locations. Through workshops, in-class tutoring, and individualized support, the ARC enhances teaching and learning experiences.
- [AVANZA](#), initially funded by a W.K. Kellogg grant, has expanded college-wide to provide “wraparound” services, connecting students to community resources for success.
- The [DACC Advising Center](#) utilizes Navigate, a platform that allows the college to proactively provide robust advising and support services to students.

Student Organizations

DACC offers students a broad range of student clubs connected to their academic programs and personal interests. The DACC Student Government Association (SGA) empowers students to participate in college governance. Acting in an advisory capacity through the Vice President for Student Services, SGA serves as a communication link between students, faculty, and administration. Its Constitution emphasizes facilitating student expression and opinion on campus. SGA also encourages student involvement in activities and clubs to expand their interests.

Faculty

Within DACC's shared governance framework, faculty play a crucial leadership role through the Faculty Council. This council serves as a platform for faculty to discuss interests, issues, and needs, supporting both students and faculty in their academic and professional endeavors. Through elected officers, the Faculty Council collaborates with administration on faculty and academic policies, ensuring effective communication and decision making. DACC faculty and staff are trained, available, and committed to serving students from their point of entry to graduation. DACC faculty also hold positions on the NMSU Faculty Senate, the faculty governing body for the NMSU System.

Staff

As an equal opportunity employer, DACC has an affirmative action plan to recruit and hire staff in proportion to their representation in the qualified relevant labor market. In the 2022-2023 academic year, staff demographics more closely mirrored the college's student population than faculty demographics.

The DACC staff—tutors, advisors, program coordinators, custodians, administrative support staff, business services personnel, etc.—are not just well-qualified, they are also continuously supported in their professional growth. It all starts with the hiring process, where we outline minimum and preferred qualifications in the job postings. Once onboard, new staff go through a probationary period to ensure they are a good fit. The college actively encourages employees to attend conferences and meetings relevant to their roles. Full-time staff within the NMSU System enjoy the benefit of having their tuition waived for up to 6 credits per semester at any of the NMSU System colleges, allowing them to pursue further education tuition-free. Many staff members have taken advantage of this benefit to earn degrees from NMSU.

The DACC Staff Council serves as a platform for staff involvement in college governance. Its mission is to represent staff interests, foster communication, and build partnerships within DACC, NMSU, and the community. It serves as a bridge for communication between staff and administration, fosters a sense of unity among staff members, identifies and tackles college-related issues impacting staff, explores resolutions, offers suggestions to the DACC President, and collaborates with other councils and committees.



Select Demographics

Academic Year 2022-2023 DACC Student Demographics and Doña Ana County Demographics		
	DACC Students	Doña Ana County
Hispanic	73%	67%
White	19%	27%
Black or African American	2%	1%
American Indian or Alaska Native	2%	1%
Two or More Races	1%	2%
Asian	1%	1%
Native Hawaiian or Pacific Islander	0%	0%
Race/Ethnicity Unknown	2%	0%

**Based on DACC Factbook data and U.S. Census Bureau data*

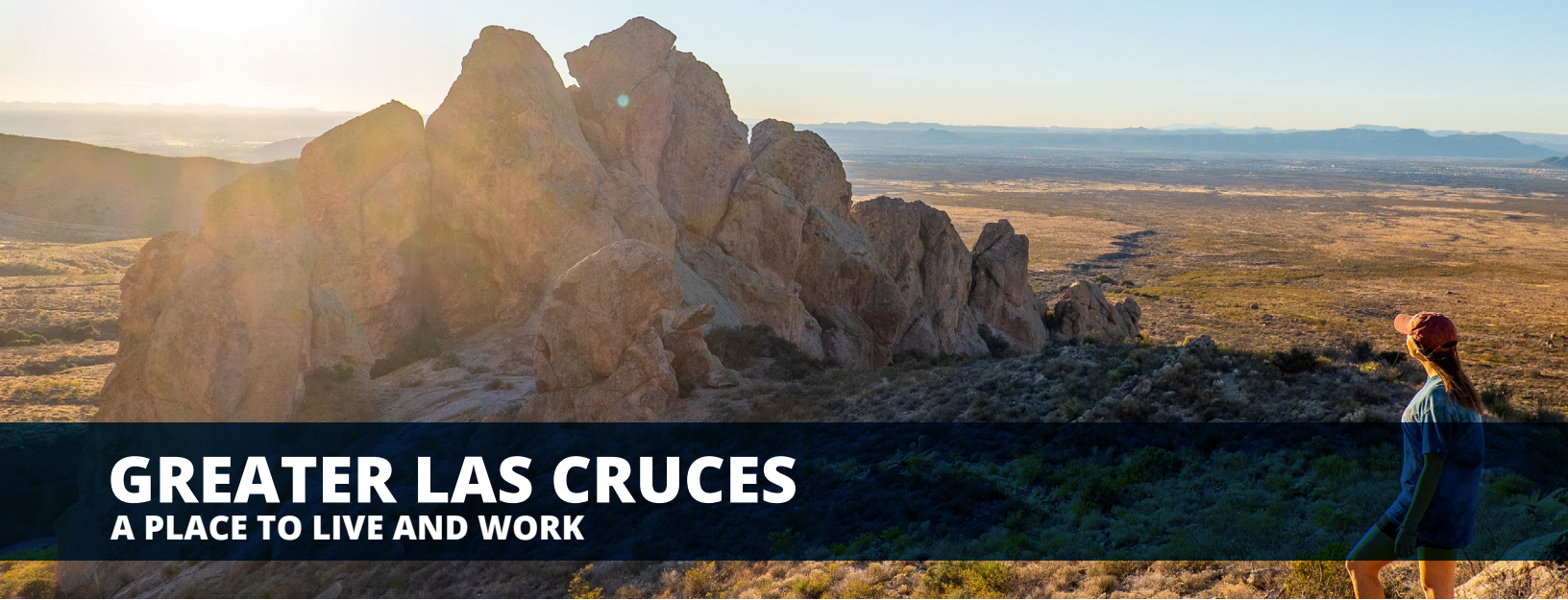
Academic Year 2021-2022 DACC Student Pell Recipients	
First-Time Full-Time	67%
All Degree-Seeking Students	49%

**Based on IPEDS reporting*

	Doña Ana County	State of New Mexico	U.S.
Median Household Income	\$51,967	\$59,726	\$74,755
Poverty Rate	25%	18%	13%
Percentage who have earned a Bachelor's Degree or Higher	29%	31%	36%

**Based on IPEDS reporting for 2022-2023*

Fall 2023 Faculty		
Full-Time Faculty	122	30%
Part-Time Faculty	284	70%
All Fall 2023 Faculty	406	100%



GREATER LAS CRUCES

A PLACE TO LIVE AND WORK

Greater Las Cruces as a Place to Work and Live

Doña Ana Community College is in Las Cruces, New Mexico, on the edge of the Chihuahuan Desert and at the foot of the Organ Mountains-Desert Peaks National Monument. Known as the “Land of Enchantment,” New Mexico offers stunning landscapes and a diverse array of attractions. Southern New Mexico enjoys hot summers and mild winters with nearly 300 sunny days per year – perfect weather for outdoor activities. Las Cruces is approximately 45 miles north of El Paso, Texas, and 225 miles south of Albuquerque. Located in Doña Ana County, it is the second largest city in New Mexico. It is part of the Borderplex region – the metropolitan area on the U.S.-Mexico border – Las Cruces, along with El Paso, Texas, and Ciudad Juarez, the 5th largest manufacturing hub in North America. Las Cruces is the economic and geographic center of the Mesilla Valley and the agricultural region alongside the Rio Grande which extends from Hatch to the west side of El Paso, Texas.

Las Cruces is a culturally-rich community and home to many attractions, including numerous art galleries, museums,

performing arts venues, theaters, and annual festivals. It has a wide range of medical facilities, including three hospitals with world-class care from multiple specialists and providers. The Organ Mountains are dominant in the city’s landscape, along with the Doña Ana Mountains, Robledo Mountains, and Picacho Peak. Las Cruces lies within a short driving distance of the Mexican border at Santa Teresa, as well as many other locations in the broader borderland region. Historic Old Mesilla is one of the most visited historical communities in Southern New Mexico and is only three miles from DACC’s Espina campus. Mesilla features a variety of contemporary boutiques, unique stores, galleries, wineries, and specialty restaurants serving traditional New Mexican cuisine.

City of Las Cruces Tourism: [Visit Las Cruces](#)

- [Las Cruces Annual Events & Festivals](#)
- [Las Cruces Farmers & Crafts Market](#)
- [Hatch Chile Festival](#)
- [Spaceport America](#)
- [Organ Mountains-Desert Peaks National Monument](#)
- [White Sands National Park](#)



OPPORTUNITIES & CHALLENGES

PROVIDE INNOVATIVE LEADERSHIP AMIDST CONSTANT CHANGE

DACC offers programs at nine locations, providing in-person, hybrid, and online learning opportunities to students seeking to transfer to a 4-year institution; seeking an applied associates degree, often leading to licensure in a profession; and seeking qualifying credentials and non-credit based training. Through its workforce development programs DACC is an essential partner with businesses, NFP agencies and units of government in Las Cruces and throughout Dona Ana County.

The next VPAA must embrace the innovative nature of DACC, understanding that rapid change must be accomplished without

sacrificing quality. Of equal importance is the capacity to respond to change caused by outside forces, be it changes in leadership in government, changes in leadership across the NMSU System, the impact of a pandemic, or shifts in jobs and labor market demands.

Given the rapid pace of change, resources must be allocated in a manner that is transparent and fair. Policies and procedures must be relevant to the mission and its execution, and must be consistently applied.

The VPAA will lead by example and with empathy, listening and learning from colleagues and the community, personally setting the tone for discourse, and building collaborative relationships to achieve the institution's mission and strategic focus areas.

MANAGE EXTERNAL FORCES

COVID 19 changed the world of higher education in ways that will impact higher education far into the future. From taking traditional courses online to budget adjustments affecting academic programs, teaching loads and staffing, post-pandemic higher education requires the VPAA to be proactive in anticipating needs, ensuring that DACC's academic and workforce development programs reflect the changing needs of the greater community.

There are multiple forces impacting higher education that cannot be ignored. Changing student demographics is an overarching issue for all community colleges. As DACC approaches the much anticipated enrollment cliff, the reduced pool of traditional age students will exacerbate challenges around recruitment and retention. Similarly, the knowledge and skills required of the workforce are changing at an ever increasing pace. Across the curriculum, changes in how and where students learn will require constant rethinking of pedagogy, andragogy, technological infrastructure and support, and the curriculum itself.

The VPAA will be honest and transparent in discussing the external challenges facing the academy. The VPAA will take the lead in confronting challenges and embracing possibilities.

SEEK INTERNAL BALANCE

Meeting future challenges and converting them into opportunities requires a caring community of faculty, staff and students working together in an atmosphere of respect and common purpose. There must be a protocol that allows conflicting viewpoints to be discussed openly and

without rancor.

Competition for limited resources requires a willingness to compromise and, in some cases, sacrifice for the common good.

DACC faculty, administrators, and staff are dedicated and loyal. Consistent with their devotion to students, they are concerned about the short- and long-term impact of enrollment trends and attendant changes in allocation of resources. Of equal concern are the changes in attitudes toward higher education by potential students, taxpayers and elected officials, which in turn, can impact DACC's finances.

The VPAA will balance being an effective champion for DACC against the duty to serve the overall needs of the community. To accomplish this, he/she/they will forge the best of personal and professional relationships with all constituencies. It is expected that the VPAA will provide a style of leadership appropriate to a dynamic institution within a system – one that builds and strengthens the campus community in a manner consistent with the forward-thinking trajectory of the college.

The VPAA will view being a practical visionary and prudent risk-taker as complementary and consistent with the needs of the institution. He/she/they will understand that innovative ideas mean little if they are not converted into quantifiable projects that are completed on time and on budget. The VPAA will recognize the dangers of mission creep and being spread too thin, focusing team efforts to achieve positive outcomes. The VPAA will understand why DACC is the logical and best place for transforming creative thought into practical outcomes and become its most effective agent of change.

MANAGE THE IMPACT OF GEOGRAPHY

Located across the county, the different locations of DACC represent multiple cultures operating with a single overarching mission. This requires ongoing discussion of how DACC will simultaneously and effectively provide and strengthen linkages among traditional liberal arts education, professional education in a variety of disciplines, and workforce development in all its aspects.

The locations in the southern portion of Doña Ana County see themselves as economically and culturally different from the locations located in “the north,” the city of Las Cruces. Residents of greater El Paso, Texas, who may be drawn to DACC because of program offerings and lower tuition, represent another distinct group. Similarly, students who are residents of Mexico have distinct needs.

To some extent, curricular decisions may appear counterintuitive. Students in areas where it makes geographical sense to offer courses online are victims of limited bandwidth. Students who would benefit most from in-person instruction are often located in areas where the cost of classroom instruction is prohibitive. Access to transportation is an issue across the board. Public transportation is limited and inconsistent. The absence of consistent access to automobiles limits the distance students can travel to access educational programs and student services. The scheduling of classes at times that make sense for working students with families is an ongoing issue as is childcare.

Access to tutoring, advising and counseling services is vital for students who are in high risk situations. Provision of “wrap-around”

student services at all DACC campuses is critical to growing enrollment, but is also carries a significant cost to maintain.

Because of the complexity of the issues, the VPAA must be prepared to work closely with other vice presidents to develop and maintain programs that are student-friendly.

The VPAA will seek ways for DACC’s cornucopia of educational programs to complement each other, ensuring positive learning outcomes regardless of teaching methodology or venue.

MANAGE BUDGET

Dealing with competing demands for limited resources will require the VPAA to understand college finance and actively participate in the creation and management of the budget.

Within the academic arena, the VPAA will need to initiate fact-based discussions of the cost of educating students, including ways that money may be reallocated to the benefit of the whole college.

EFFECTIVELY INTERACT WITH NEW MEXICO STATE UNIVERSITY

DACC operates within the NMSU system framework and is governed by the NMSU Board of Regents.

The relationship between DACC and NMSU involves a structured governance process, where the DACC Advisory Board and the NMSU Board of Regents consider the interests of both internal and external stakeholders during decision-making. The governance structure ensures independence from undue influence, with regents appointed by the Governor and confirmed by

the state Senate, with specific safeguards in place to prevent conflicts of interest. While the governing board delegates daily management to the institution's administration, it retains oversight and control over the NMSU system. Shared governance is emphasized, with faculty playing a significant role in decision-making through representation in bodies like the NMSU Faculty Senate and participation in various committees and councils. This ensures that faculty have a voice in matters concerning curriculum, degree requirements, and other academic issues at both the DACC and system-wide levels.

The DACC Advisory Board, comprised of representatives from the three local school boards, considers the interests of the college's stakeholders. During Advisory Board meetings, members of the Advisory Board respond to proposals from the DACC executive leadership; vote on budget recommendations that are then submitted to the NMSU Board of Regents; authorize DACC mill levy elections and bond sales; and provide updates from the public-school districts.

The VPAA will establish and maintain effective working relationships with NMSU with the aim of furthering the goals of DACC. While the VPAA will interact with personnel from a broad range of NMSU offices, he/she/they play a particularly important role in several groups that address academic issues among the three community colleges and across the NMSU System.

STRENGTHEN AND DEVELOP PARTNERSHIPS

It is a point of pride that DACC is on the leading edge of educational programming that meets immediate and future needs in

the real world, balancing theoretical and practical, experiential learning. Strategic partnerships with businesses, public service organizations and units of city, county and state government play an important role in continuing to meet this goal.

The VPAA will have the opportunity to strengthen existing partnerships while identifying and developing new ones. Accomplishing this will require a VPAA who is as comfortable working outside the college as within its confines.

The VPAA will serve not only as an institutional leader, but also a community leader and spokesperson. The VPAA will be expected to raise DACC's visibility and reputation by demonstrating strong leadership and personal integrity.

SUPPORT THE PRESIDENT IN HER EXPANDED ROLE

President Torres was recently assigned responsibility for two additional community colleges and has been promoted to Chancellor of the New Mexico State University System Community Colleges. Dr. Torres continues to serve as President of DACC, but will now need to focus her attention more broadly.

As a consequence, the VPAA will be expected to assume greater responsibility for DACC, including acting for the president when she is away. Details of how the relationship will play out are still a work in progress and will be shaped by the relationship that develops between the President/Chancellor and the next VPAA.

QUALIFICATIONS AND QUALITIES

The VPAA will be an innovative, transformational, system thinker, who possesses a terminal degree in an appropriate academic discipline, is respected as a scholar, and who embraces the community college mission. Successful senior-level experience in leading an organization; managing change; and effectively interacting with the greater community is highly desired.

In addition, the following qualities are desired:

LEADERSHIP

- The capacity to implement rapid, sustainable change in anticipation of and reaction to rapidly changing academic and community needs.
- The ability to champion and advance academic excellence, student access and success, and college completion.
- A collaborative leadership style, demonstrated through an ability to engage academic, administrative, student, government and community leaders respectfully, and achieve buy-in for a progressive agenda.
- The style and experience of a planner and a doer. Someone who takes pride in cultivating a team; setting clear, measurable goals and achieving success.
- The ability to work with others toward a common goal in a situation where all parties may not agree.
- The ability to work collegially and responsively with other vice presidents and administrative leaders.
- A demonstrated commitment to diversity, equity, and inclusion.
- The ability to be visible and accessible

to students, faculty, staff, and other constituents of the DACC community.

- The ability to listen and learn.
- The capacity to inspire.
- The capacity for strategic thinking and innovation.
- The willingness to strive for consensus but also be decisive when appropriate.

BALANCE

- The capacity to understand that being both a prudent risk-taker and practical visionary are necessary to achieving success.
- The capacity to follow up on innovative ideas with solid plans, effective measures of progress and successful completion of projects.
- The ability to process multiple positions on issues, seek means to reconcile them, and effectively explain how and why decisions are made when complete and seamless reconciliation is not possible.
- The ability to prioritize in a manner that increases support for change.
- The ability to say “no” with appropriate transparency and compassion.

RELATIONSHIP BUILDING

- The ability to build collaborative relationships, earning trust and respect across multiple constituencies (students, alumni, faculty, administration, elected officials and government agency heads, and community and strategic partners).
- The ability to develop and nurture partnerships with external leaders and organizations.

BUSINESS ACUMEN

- The ability to manage a complex educational organization.
- The capacity to support data-informed decision making.
- Experience in building and managing budgets.
- An understanding of the marketing of higher education programs.
- Strategic planning experience.

COMMUNICATION SKILLS

- The ability to interact comfortably and effectively with diverse groups of people in a variety of settings.
- Strong interpersonal skills.
- A willingness to leave one's office and engage people where they are.
- Effective verbal and written communication skills.
- The ability to listen carefully and to adjust one's style and methodology as needed to interact effectively with a wide range of constituents.

THE APPLICATION PROCESS

The DACC VPAA Search Committee will begin reviewing and evaluating applications as they are received and will continue to accept and review credentials until the position is filled.

To ensure fullest consideration, candidates are advised to submit their materials by, **April 12, 2024**. All nominations, inquiries and applications will be received and evaluated in full confidence and remain confidential.

The application process cont.

Dr. Richard Wueste of AGB Search is assisting with this search. Nominators and prospective candidates may contact Dr. Wueste at richard.wueste@agbsearch.com.

All application materials should be in PDF format and submitted through the AGB Search portal system [accessible via this link](#).

Materials must include:

- A letter of interest that responds to the Opportunities & Challenges and the Qualifications & Qualities sections of this profile.
- A current CV or resume.
- Names and contact information (telephone and email) for five references, none of whom will be contacted until a later stage of the search or without the formal permission of the candidate.

Questions regarding the application process should be directed to:

DACC-VPAA@agbsearch.com

EEO Statement

NMSU is an equal opportunity and affirmative action employer committed to assembling a diverse, broadly trained faculty and staff. Women, minorities, people with disabilities, and veterans are strongly encouraged to apply. NMSU is an equal opportunity and affirmative action employer.

ROADRUNNER HALL



NMSU Doña Ana Community College