



DOÑA ANA COMMUNITY COLLEGE

**VICE PRESIDENT
for ACADEMIC AFFAIRS**



NMSU Doña Ana Community College



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 a visionary and collaborative leader who is prepared to guide a complex academic institution, strategically focused on meeting the educational and workforce needs of Doña Ana County and southern New Mexico through progressive curricula and innovative teaching and learning modalities.

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 as well as administrators and staff.

The VPAA will be an actively engaged, effective representative of the DACC community, committed to the success of its students, faculty and staff, and will be a person of the highest integrity.



THE COLLEGE

Doña Ana Community College 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 ten locations throughout the County: the East Mesa Campus, the Espina Campus, the Workforce Center, Cholla Hall (a film and digital media facility), 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 borders with 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 educational 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

A strategic planning process is in progress, largely focused on our "wildly important goal" of completion – graduation and transfer.

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 most 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 houses the college’s central administration. 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, Administrative Technologies, 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.

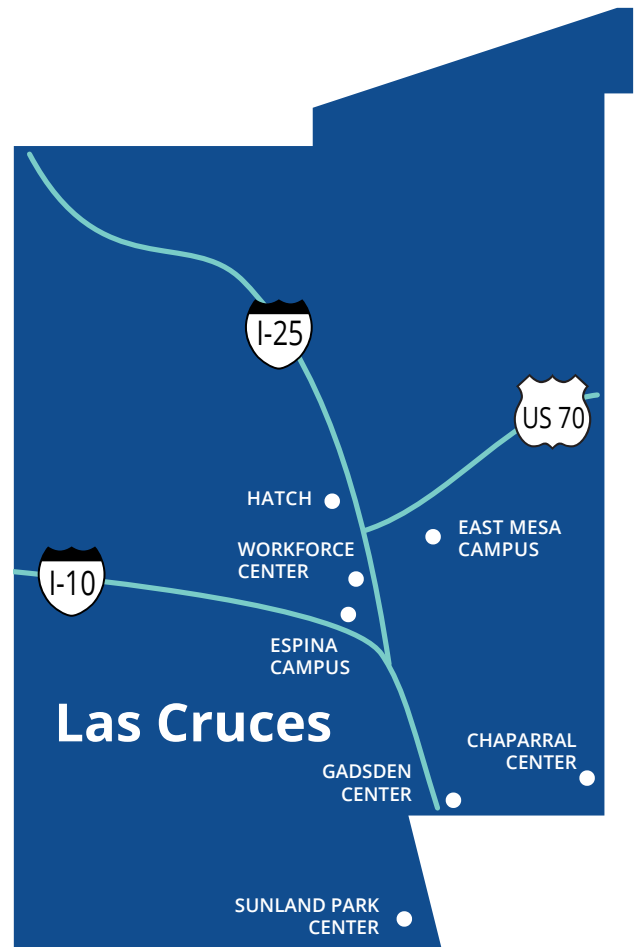
Chaparral Center

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. English as a Second Language (ESL), 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.

To better serve students in the southern part of the County, DACC has strategically



expanded its Nursing program to the Sunland Park Center. This growth provides critical local access to clinical training and healthcare education, directly addressing the regional demand for skilled nursing professionals.

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 to 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.

Cholla Hall, the Creative Media Technology (CMT) building at Doña Ana Community College officially opened its doors on October 25, 2024. Classes began in the new facility in the fall of 2024. The facility is part of



the larger Las Cruces “Creative Campus” development and includes classrooms, a commons area, and a 4,000-square-foot soundstage designed to provide students with a state-of-the-art, real-world training environment for the growing film and media industry in 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 offer pathways toward an Associate of Arts and an Associate 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 bachelor's degree-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 Technologies (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 Technologies has programs in:

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

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 Technology
- 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
- 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 bachelor's degree-level courses, to become professionals in a career field, and to transfer to four-year institutions.

Science, Engineering, & Mathematics offers an Associate of Science 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 Creating a Sense of Belonging

DACC is dedicated to creating a welcoming and inclusive environment for all students, faculty, and staff. A Belonging 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 and welcoming environment across all areas of our institution that values people of varied backgrounds, experiences, perspectives, and beliefs. Our shared responsibility is to treat all members of the DACC community with fairness, compassion, and dignity. We work to reduce barriers to ensure that all DACC community members have opportunities to flourish. DACC will continue to educate our community through practices that are respectful and ensure fair treatment and opportunities for all.”

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

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 NMSU or any of the system's 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

Fall 2025 DACC Student Demographics and Doña Ana County Demographics (2024)		
	DACC Students	Doña Ana County
Hispanic	80.10%	67.90%
White	13.40%	26.70%
Black or African American	1.90%	1.40%
American Indian or Alaska Native	0.70%	0.60%
Two or More Races	1.50%	2.00%
Asian	1.00%	1.10%
Native Hawaiian or Pacific Islander	0.10%	0.10%
Race/Ethnicity Unknown	1.30%	0.20%

**Based on DACC Institutional Analysis and U.S. Census Bureau data*

Academic Year 2024-2025 DACC Student Pell Recipients	
First-Time Full-Time	69%
All Degree-Seeking Students	53%

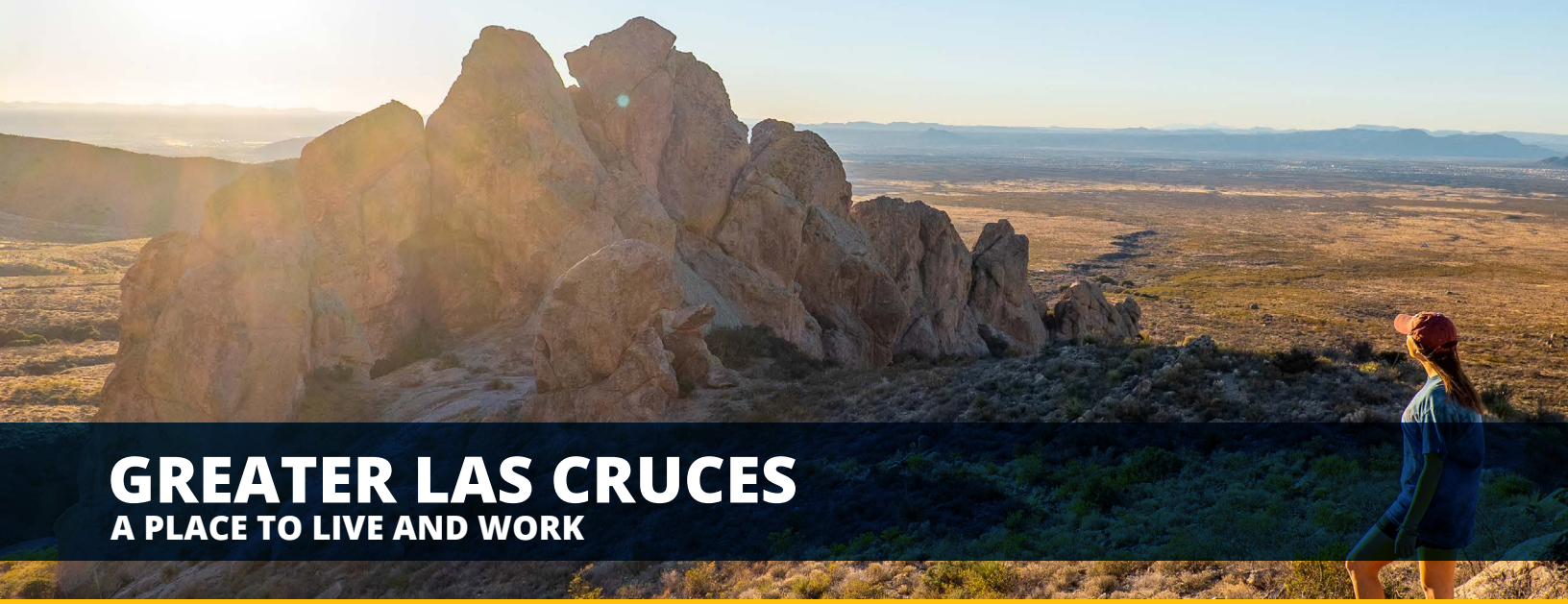
**Based on IPEDS reporting*

	Doña Ana County	State of New Mexico	U.S.
Median Household Income	\$56,848	\$64,059	\$80,734
Poverty Rate	21.30%	17.80%	12.50%
Percentage who have earned a Bachelor's Degree or Higher	31.70%	31.00%	35.70%

**Based on US Census Bureau data*

Fall 2024 Faculty		
Full-Time Faculty	129	33%
Part-Time Faculty	258	67%
All Fall 2024 Faculty*	387	100%

**Based on IPEDS reporting*



GREATER LAS CRUCES

A PLACE TO LIVE AND WORK

Greater Las Cruces as a Place to Live and Work

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. Doña Ana County 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, comprise 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 River which extends from Hatch to the west side of El Paso, Texas.

Las Cruces is a culturally rich community home to 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](#)



STRATEGIC OPPORTUNITIES & CHALLENGES

The VPAA will have the opportunity to lead academic innovation, foster faculty engagement, strengthen workforce alignment, and build meaningful partnerships, all while advancing student success and institutional growth in a challenging higher education environment and a diverse, evolving regional context. To accomplish these goals, they will work with the breadth of the College's stakeholders to collaboratively define goals and responsibilities. In doing this work, they will also embrace DACC's innovative nature and the rapid pace of change across higher education.

The strategic opportunities and challenges that await the next VPAA include:

Aligning Programs with Workforce Needs

There is a significant opportunity to expand and modernize high-demand academic programs such as healthcare, advanced manufacturing, IT, trades, and education. Building stronger partnerships with employers, workforce agencies, and school districts, while keeping curricula responsive and academically rigorous, will be key to meeting the unique regional needs of the community that DACC serves.

Reimagining Student Pathways

The next VPAA will also reimagine student pathways, ensuring smoother transitions from entry to completion, transfer, and workforce success. This involves aligning

developmental education, core coursework, and programs with clear transfer routes and better integration of credentials and degrees with regional job opportunities. To improve student retention and completion, the VPAA must also ensure learning outcomes for a diverse, largely first-generation and working-adult population, closing equity gaps across modalities and programs, and doing so without compromising academic standards.

Meeting Resource Needs

Current institutional and environmental pressures can lead to a disproportionate focus on resource constraints. To diminish that perception, the next VPAA will need to engage the College community and its partners in identifying new and creative areas for resource development. Success in this work will require a broader consideration of economic and workforce opportunities as well as prospects for curricular and co-curricular development.

Leading Innovation in Teaching and Learning

The VPAA will support faculty adoption of technology and high-impact teaching strategies, using data to scale successful practices across divisions and to ensure quality and consistency. The VPAA will guide the ethical and equitable integration of new technologies – including AI – into curriculum design, instruction, and institutional practices. Keeping up with technological advancements will also require securing funding for equipment and establishing assessment initiatives, helping position DACC for future success.

Fostering Faculty Engagement and Development

The next VPAA will further high-quality teaching across modalities and enthusiastically support robust professional development for faculty and staff. Promoting a meaningful review of faculty will also be crucial for advancing academic excellence in all academic programs and practices. Building active support for curricular and program reforms will also require working through faculty governance structures that empower faculty voices and value transparent decision-making.

Expanding Enrollment and Community Engagement

There is potential for growth in student enrollment as well as expansion of partnerships across the community that DACC serves. Fostering deeper engagement with this diverse community will include promoting social mobility across a wide range of student populations, including expanded initiatives for first-generation and adult learners. Promoting collaboration with local high schools and community organizations, along with establishing meaningful industry partnerships, will continue to be important means to further DACC's mission and regional impact.

Fostering a Culture of Belonging and Engagement

The VPAA will create an inclusive environment where students, faculty, and staff feel heard, valued, and empowered to contribute to DACC's long-term goals. Success here will also require building trust and fostering a sense of community in which all members are committed to the

College's mission. In a higher education landscape marked by shifting priorities and initiatives, the VPAA can provide leadership stability to bolster trust and morale among faculty and staff. Establishing consistent, clear expectations that reflect a long-term engagement will also be essential.

Desired Leadership Attributes

The VPAA will be a forward-looking and transformational systems thinker who possesses a terminal degree in an appropriate academic discipline, is respected as a scholar with a record of commitment to excellence in teaching, and embraces the community college mission. Successful senior-level experience in leading an organization, managing change, and effectively engaging the broader community is highly desired. In addition, the following qualities are desired:

Strategic and Operational Leadership Aligned with Mission, Workforce, and Transfer

- Has a track record of aligning academic programs with regional workforce needs while protecting strong transfer pathways and general education coherence.
- Brings strong operational skills in academic planning/scheduling, program review, and resource alignment with a student-first lens.
- Uses data and institutional research to guide decisions on enrollment trends, course completion, program viability, and student demand – while holding space for mission and community impact.

Equity-Driven Instructional Excellence

- Champions rigorous, relevant learning while protecting access, affordability, and completion – especially for historically underserved students.
- Leads curriculum design, learning outcomes, assessment, and accreditation with a “close-the-loop” mindset that improves instruction.
- Understands and strengthens the full community college pathway: developmental education, transfer, workforce/CTE, dual credit, online learning, and 9-16 partnerships.
- Demonstrates a practical, equity-minded approach to improving retention, completion, and transfer, using disaggregated data and culturally responsive supports.

Unique Responsibility and Opportunity of a Hispanic-Serving Institution

- Connects academic strategy to students' lived realities (e.g., working learners, first-generation students, multilingual families, cross-border/borderland circumstances).
- Advances equitable access to resources and academic support across locations/geographies, avoiding over-centralization.
- Values bilingualism and culturally sustaining practices; builds an environment where identity, language, and community knowledge are treated as assets.

Collaborative, Trust-Building Leadership Rooted in Shared Governance

- Leads with humility, empathy, and consistent follow-through – listens to understand, especially amid disagreement.
- Builds credibility with faculty, chairs, deans, and staff by being academically grounded and relationally strong.
- Strengthens shared governance: transparent processes, clear roles, and genuine faculty voice in academic decisions.
- Navigates change without eroding trust – engages often, communicates clearly, and explains the “why” and the tradeoffs.

Teaching Excellence as a Strategic Priority

- Creates a supportive environment where faculty can excel – centers the *craft* of teaching (not only outcome metrics).
- Invests in instructional excellence through professional learning: pedagogy, student support strategies, and appropriate adoption of new technologies.
- Advocates for resources that support faculty growth and faculty-led initiatives.

Ethical, Accountable, and Steady Leadership

- Demonstrates integrity, fairness, and professionalism; owns mistakes, learns, and repairs trust when needed.

- Leads by example, modeling accountability and transparency with clarity and care – mentors and develops staff and administrators equitably, distributes opportunity, and addresses performance issues candidly.
- Makes thoughtful decisions with a global picture of ripple effects across divisions and programs.



Community Partnership Bridge-Builder

- Has a track record of building strong partnerships with K-12, universities, employers, and community organizations to expand pathways and opportunities.
- Translates mission and strategy effectively to different stakeholder groups (faculty, staff, students, board members, and community partners).
- Understands local community culture and institutional context; works effectively with long-tenured teams and established practices while still moving the college forward.

Long-Term Commitment and Stewardship

- Shows genuine interest in laying down roots – sees the role as a long-term commitment.
- Learns the culture and invests time in each unit/program to understand needs, strengths, and aspirations.
- Brings stability, resilience, and flexibility in the face of challenge – guided by humility and a clear academic vision.



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.

Nominations and Applications

To ensure fullest consideration, candidates are advised to submit their materials by, **April 15, 2026**. All nominations, inquiries and applications will be received and evaluated in full confidence and remain confidential.

Drs. Kim Bobby and Concetta M. Stewart of AGB Search are assisting with this search. Nominators and prospective candidates may contact Dr. Bobby at kim.bobby@agbsearch.com or Dr. Stewart at concetta.stewart@agbsearch.com.

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

Materials must include:

- A letter of interest that responds to the Opportunities & Challenges and the Desired Leadership Attributes 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: DonaAnaVPAA@agbsearch.com.

ROADRUNNER HALL

