SEARCH PROFILE:
VICE PRESIDENT OF ACADEMIC AFFAIRS

CHANDLER-GILBERT COMMUNITY COLLEGE
A MARICOPA COMMUNITY COLLEGE
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THE SEARCH FOR A VICE PRESIDENT OF ACADEMIC AFFAIRS

President Greg Peterson enthusiastically invites nominations and applications for the position of Vice President of Academic Affairs (VPAA) at Chandler-Gilbert Community College (CGCC), one of the ten jewels of Maricopa Community County Community College District (MCCCD) serving the greater metropolitan area of Phoenix, Arizona. CGCC was founded in 1985 to serve the higher education needs of the Southeast Valley and was accredited as an independent college in 1992 by the Higher Learning Commission of the North Central Association. Today, with four locations that served nearly 14,000 students in 2021-2022, CGCC is one of Maricopa’s fastest growing colleges.

The College seeks an experienced, visible, and supportive leader with a passion for student success and for the faculty and staff who teach, develop, and transform students through higher education. The new vice president will leverage the talents of this exceptional faculty and staff to create opportunities for students that enrich their lives and enhance their families and communities. With a leadership style that evokes trust and celebrates diversity, equity, and inclusion, the new vice president will lead the college to sustained levels of further student success grounded in rigorous academic achievement.

The next vice president will also have a collegial and growth-minded approach to CGCC as it sits within the greater Phoenix community college and university ecosystem, advocating for CGCC through the lens of the larger Maricopa district mission for student success and service to underserved populations.

The vice president reports to President Greg Peterson. A first-generation community college student himself, Dr. Peterson has served as president since July 2018. Prior to his time at CGCC, he served as the vice president of student services or instruction at three Minority Serving Institutions (MSI) in California which included comprehensive work around student success and assessment. Due to his innovative leadership, he has presented at the White House to the President’s Domestic Policy Council and to the U.S. Department of Education. He also serves on the governing board for the Hispanic Association of Colleges and Universities (HACU), many local boards in the Phoenix area, and the American Association of Community Colleges (AACC) Commission on Workforce and Economic Development. He was part of the first cohort of the Aspen New President Fellowship, and he teaches graduate-level courses for Kansas State University.
COMMITMENT TO INDIGENOUS COMMUNITY

The Maricopa Community Colleges are committed to providing our indigenous community with tools and skills that align with our mission in ways that allow students to succeed in their academic endeavors. Furthermore, we are committed to supporting and empowering Indigenous students and communities of Arizona through promoting opportunities for cultural and academic support, engagement, and advocacy.

We recognize the importance of working with Indigenous communities and organizations across the state. By making positive changes to reduce barriers to education and educational supports, we can, and will, empower Indigenous students to succeed. We are committed to further strengthening our partnerships with Arizona’s 22 tribal nations through ongoing collaboration.

It is important to remember and acknowledge, our campuses are located on the ancestral lands and within the boundaries of many of Arizona’s tribal nations. We appreciate and value the opportunity we have to share in the significance and beauty of these lands that mean so much to so many.

Sincerely,

Steven Gonzales, Ed.D.
Chancellor, Maricopa Community Colleges

Maricopa County Community College District (MCCCD) is one of the nation’s largest and most innovative community college systems. Popularly known as Maricopa Community Colleges, the District’s ten individually accredited colleges and 31 satellite locations serve approximately 100,000 students and employ over 10,000 faculty and staff. CGCC’s next vice president will be a systems thinker who demonstrates appreciation for the complexity and diversity of the district, which collectively awarded 27,131 degrees in 2019.

Since its founding in 1962, the Maricopa Community Colleges system has continued to be an essential gateway for affordable higher education in the Greater Phoenix Metro Area, particularly for disadvantaged, diverse, and first-generation students. MCCCD offers over 600 associate degree and certificate programs and will begin offering baccalaureate degrees in the Fall 2023 semester. Its transfer agreements with more than 40 university partners, including Arizona’s public state universities, simplify the process for students wishing to continue their education at a four-year institution, making it an economical and popular option.

Local and state business leaders and Fortune 500 companies partner with Maricopa Community Colleges as a driving force for economic development and prosperity in Arizona. The leader in Arizona career training, Maricopa Community Colleges continues to develop new programs to reflect the changing industry landscape and create more
opportunities for students. For example, it recently added in-demand career programs like artificial intelligence, cybersecurity, cannabis business training, and unmanned aircraft systems.

With an operating budget exceeding $1 billion, the District continues to have an enormous impact. Moreover, after graduation, most of its alumni remain in the county and, collectively with the district, infuse $7.2 billion into the local economy.

Employees enjoy a generous benefits package that includes paid vacation, sick and personal leave, a full menu of insurance coverage, membership in the Arizona State Retirement System, tuition reimbursement for employee and family members, and a holiday schedule that mirrors the Federal holiday schedule. The workplace experience also includes a Monday through Thursday “4 10’s” work schedule in the summer, competitive salaries, professional development opportunities, a commitment to diversity and inclusion, and organized professional employee groups that advocate for its members.

Maricopa County is Arizona’s most populous and fastest-growing county and is the 5th largest metropolitan area in the country. The largest of Arizona’s fifteen counties, it is also the fourth largest one in the nation and is bigger than four states. Of its 9,224 square miles, 53 percent is federal land, 29 percent private, 13 percent state, and nearly five percent tribal land. Maricopa is named in honor of the Maricopa, or Piipaash, Native American tribe. Nearly five million people, or approximately two-thirds of Arizona’s entire population, call Maricopa County home. Phoenix is the seat of Maricopa County, the state capital, and the largest city in the state.

The cities of Chandler, Gilbert, and Queen Creek, with a combined population of over 500,000, are in the southeast valley. The cities share the same agricultural and ranching past as when cotton, grains, alfalfa, cattle, sheep, and even ostriches drove the local economies. Today, agriculture is still important, but much of the area has given way to a strong manufacturing and electronics sector. Companies headquartered or with a manufacturing presence in the area include MicroChip, Intel, Motorola, GoDaddy, Gulfstream, Northrup Grumman, LG, and Rogers.

In addition to Chandler and Gilbert, other large cities in the Phoenix metropolitan area include Mesa, Tempe, Glendale, and Scottsdale, among others collectively known as The Valley of the Sun. The cities offer a cornucopia of culture, food, and diversity overflowing with world-class art museums, universities and colleges, thousands of restaurants, open-air concerts, spas, resorts, golf courses, and professional sports. A major league baseball fan can enjoy the spring training games of the San Francisco Giants, the Arizona Diamondbacks, or Colorado Rockies. The Arizona landscape is replete with iconic saguaro and prickly pear cacti, Palo Verde and mesquite trees, among other hardy desert flora. Coyotes, roadrunners, javelina, Gila monsters, and jackrabbits may be found there, enjoying year-round sunshine tempered by cool desert nights.

As a gateway to other parts of Arizona and the Southwest, trips to signature places like the Grand Canyon, Sedona, Hoover Dam, the Saguaro National Park, or the OK Corral are part and parcel of experiencing the breathtaking splendor of Arizona.

Take a Maricopa District College Tour, visit www.maricopa.edu/college-tour.
ABOUT CHANDLER-GILBERT COMMUNITY COLLEGE

Chandler-Gilbert Community College is known as the most innovative of the ten colleges in a district nationally recognized for its innovative capacity. A leader in integrative student learning—including learning communities, service learning, and co-curricular programming to name just a few of its high-impact practices—CGCC is a striving culture of achievement bent on continuous improvement in all the leading indicators of student success, with academic and student affairs programs and services increasingly integrated to robustly support seamless pathways for students.

As a comprehensive community college, CGCC serves traditional students exiting high school, dual-enrolled high school students, and adult learners in 36 associate degree and 77 certificate programs that lead to competitive careers or university transfer. Compared to the national average age of 28 for community colleges, CGCC’s average age is 21 because of its large dual-enrollment program, which grew at an astonishing 467 percent in the decade between 2005 and 2015.

The student body reflects the community’s diversity. Nearly half (48 percent) of the student are from under-represented populations. A federally recognized Hispanic-Serving Institution (HSI), 27 percent of students are Latinx. 53 percent of the student body is female, and 33 percent are first-generation college students. 72 percent of all students are part-time, taking an average of eight semester hours at $85 per credit. The College awarded $1.4 million in scholarships in Fall 2021.

In 2021, the College awarded 2,366 degrees and certificates, which included 1,812 transfer degrees and certificates and 554 occupational awards. 1,294 students transferred to an Arizona public university.

Since 2017 all curriculum has been reviewed and mapped to an educational pathway; in Fall 2020, Guided Pathways was implemented district wide. A wide variety of student activities and student services, including academic advising, counseling, financial aid, learning communities, service-learning, and tutoring promote student growth and success that fulfill the institution’s mission and vision statements.

The College provides clear pathways in nine Fields of Interest, including Applied Technology; Behavioral Science and Human Services; Business, Entrepreneurialism, and Management; Computer and Information Technology; Culture and Society; Education; Health Sciences; STEM; and Visual and Performing Arts. The Vice President of Academic Affairs oversees the work of three instructional Deans and 12 Division Chairs.

Most students are enrolled in credit programs that lead either to an associate degree with planned pathways to transfer to four-year universities for baccalaureate completion or to one of a dozen Specialty Programs in career and technical training such as Artificial Intelligence, Aircraft Maintenance Technology, Unmanned Aircraft Systems, Cyber Security, Mortuary Science, Nursing, and others.

CGCC has formalized transfer pathways to over 40 universities and colleges, including the state’s largest universities—the University of Arizona, Arizona State University, Grand Canyon University, and Northern Arizona University.
The College is a critical partner in developing and sustaining talent development for regional business, industry, and education sectors. CGCC programs are well connected to the employers, the College is recognized as a leading job training resource for the region’s diverse industries. CGCC plays an important role in building the area’s workforce by connecting employers with students and customizing training services to meet their coming needs. As an institution of higher learning with deep roots in the community, CGCC has a unique ability to combine academic learning with real-world experience to prepare the innovative workforce of tomorrow.

To take a virtual tour of the college campuses, visit https://www.cgc.edu/admissions/tour-campus.

**VISION**
Our students are prepared to lead us into a promising and sustainable future.

**MISSION**
We are a student-centered college that creates learning experiences and growth opportunities designed for our diverse communities.

**VALUES**
As an academic community devoted to public service, these are the principles that guide us:
- Innovation through Exploration
- Learning through Experiences
- Growth through Service
- Sustainability through Engagement
- Inclusiveness through Awareness

**INCLUSION, DIVERSITY, EQUITY, AND ACCESS (IDEA)**
In 2019, the college established the Inclusion, Diversity, Equity, and Access (IDEA) Governance Council to identify priorities and goals and to strategize and locate resources in the areas of IDEA. In addition, the Maricopa District has a Diversity Advisory Council which supports district-wide diversity initiatives; CGCC is represented on this council.

CGCC promotes global awareness and civic engagement in a variety of ways. Because inclusion is a core value at CGCC, every student in an associate degree program is required to complete a course in cultural diversity or global awareness. Examples of efforts to promote civic engagement include service-learning opportunities with a variety of service agencies; sustainability initiatives on campus through the Environmental Technology Center; facilitated workshops, film screenings, and speakers on diversity topics; student clubs and interest groups representing diverse backgrounds; voter registration campaigns; and faculty symposiums to address biases that impact learning.

See more about CGCC in **We Are Coyotes**.
CGCC STUDENT TESTIMONIALS

“My help club advisor changed my experience here for the better. She helped me understand that by helping other people you could find personal fulfillment and really make a difference. The CGC music faculty here; they increased my confidence and happiness and joy.” —Brianna

“My English 102 teacher went above and beyond to help me when I was going through a hard time, I had a lot of things on my plate and he talked me through it, he gave me lots of help and recommendations and things to think about.” —Brady

STRATEGIC PLAN

CGCC’s planning process is led by the Institutional Effectiveness Committee and the Office of Planning and Research. The 2016-2021 Strategic Plan was informed through forums held with college stakeholders; environmental scans; benchmark data from the Community College Survey of Student Engagement and the Ruffalo Noel-Levitz Student Satisfaction Inventory; community advisory boards; and college staff serving as advisors to community organizations.

In 2021, the CGCC leadership team reviewed the college’s 2016-2021 strategic plan, validating the continued relevancy of the current goals with the college’s direction, while the District completes its strategic plan this year.

The Strategic Plan includes four goals:

- Hone practices
- Open doors
- Work in tandem
- Learn and grow

However, current planning efforts for the next five-year planning cycle are framed by a scalable structure for planning known as the 4 Disciplines of Execution (4DX) that is now formally used across the Maricopa District colleges to create a common language and align processes at all ten institutions. The four pillars of this methodology are (a) Wildly Important Goals (WIGs); (b) Act on the Lead Measures; (c) Keep a Compelling Scorecard; and (d) Create a Cadence of Accountability. The four goals are being replaced by WIGs developed at the departmental level.

The College’s strategic planning processes have created numerous improvements. Examples include an embedded advisor program in eight of the 19 local K-12 districts served by the college; a redesign of the college’s academic advising model, which increased the number of advisers; improved flexibility in scheduling and modalities of course offerings; and the Food Waste Recycling Project, an outcome inspired by students during the 2017 Annual Sustainability Day event.

More information about the College’s planning process can be learned at https://www.Chandler-Gilbertcc.edu/about/strategic-planning.
Chandler-Gilbert Community College is a regionally accredited institution through the Higher Learning Commission. Special program accreditations are through the Accreditation Commission for Education in Nursing, the American Board of Funeral Service Education, the Arizona Peace Officer Standards and Training Board, the Arizona State Board of Nursing, and the Federal Aviation Administration.

The College offers 36 degree and 77 certificate programs with coursework available in what the pandemic has standardized as the three primary modalities: in-person classroom, hybrid, and 100 percent online, providing maximum flexibility in how students wish to learn.

An advantage of many community colleges is the small class size and the consequent low student-to-faculty ratio that facilitates better learning through increased engagement and faculty accessibility. CGCC’s student to faculty ratio is 21:1.

Students can pursue a 4-year degree by taking their first two years at CGCC at a much lower cost. CGCC students pay one of the lowest tuition rates in Arizona. At $85 per credit hour or an estimated $2,070 per year for a full-time student, CGCC offers an affordable college education that minimizes student debt. They then seamlessly transfer those credits through relationships with numerous colleges and universities (including ASU, UA, and NAU), saving time and money while remaining close to home.

The average student at CGCC takes eight semester credit hours and is 21 years old. As research repeatedly validates, greater levels of student success are correlated with accessible and relevant student support services. Therefore, in addition to traditional services such as Advising, Counseling, and Tutoring, CGCC offers online Learning Centers, a Food Pantry, Veteran Services, and Disability Resource Services, and other methods designed to impact the retention and completion rates positively. The first-time full-time student retention rate is 66 percent with a part-time rate of 42 percent.

Student life is full of opportunities to learn outside of the classroom and make friends through shared interests. Service learning and community service opportunities, undergraduate research, and internships are among the many ways students are engaged in learning with one another outside of the classroom. In addition, many students attend one or more of the nine sports team competitions (Go, Coyotes!) or are active in one of the more than 15 student clubs and organizations.

The International Education Program (IEP) encourages global understanding, appreciation, and citizenship with services and programs that enhance international efforts at the college and the community. Student support services and activities include immigration advisement, admissions, orientation, ESL advisement, intercultural adjustment, and leadership workshops. The Intercultural Exchange Club organizes cultural activities and events to enhance cross-cultural understanding among domestic and international students on campus.

Two programs, the Achieving a College Education, and the Hoop of Learning, support first-generation, minority, or Native American students enrolled high schools with the goal of helping the transition and adaptation to a college environment. When guided pathways were implemented, MCCCD increased the number of academic advisors and, in 2020, CGCC transitioned to a caseload model of academic advising. Upon matriculation, students are now assigned an advisor in their designated pathway interest or degree program.

Free tutoring is available. While the emphasis is on providing writing, mathematics, and science support, services are available for a wide range of academic courses at CGCC. Tutoring services are available on a drop-in basis for many courses, by appointment for select courses and online. Resources include workshops, software, and print materials.

CGCC’s community outreach programs are outstanding. For example, many students participate in the Into the Streets program, designed to give students hands-on experience serving in some of CGCC’s many community service agencies, such as the Boys and Girls Clubs, nursing homes, and homeless shelters. The Adopt-A-Family Program assists CGCC students with necessary food, clothing, and related resources. During the holidays, meals and gifts are provided as well. The Coyote Cupboard is a food pantry with additional non-perishable and household items available to any CGCC student or employee in partnership with Matthew’s Crossing Food Bank.
ACADEMIC PROGRAMS AND FACULTY

CGCC prepares its increasingly diverse student body for work, career development, transfer education, and personal enrichment. Students work closely with faculty members who are experts in their areas of instruction. The College employs 141 full-time and 455 adjunct faculty members.

CGCC maintains its own Center for Teaching, Learning, and Assessment (CTLA) to support faculty in instructional design, instructional technology, effective teaching practices, and assessment. The CTLA hosts workshops and forums for professional development. All faculty members have access to professional development funds up to $3500 for conference attendance and other activities.

Faculty members are active in winning grants and other recognitions and awards. Recent accolades include:

- NSF grants to fund the Arizona Math Project
- Grants to fund transfer students in high-tech and STEM areas
- A faculty member elected as the President of the National Learning Communities Council
- Recognition as the first in the nation for developing an innovative AAS program in Artificial Intelligence and leading the way in supporting other Community Colleges in implementing the academic program
- A group of residential and adjunct faculty from biology, engineering, and English received AASHE Sustainability Award
- Recognition by Engineering Faculty Society of Women in Engineering for CGCC students for national presentation on “Dismantling Microaggression in STEM”
- Math Faculty received NSF funding for “The Arizona Mathematics Partnership (AMP),” impacting more than 300 middle school math teachers in Arizona.
FACILITIES

CGCC includes four sites in the east valley of Phoenix metropolitan area: the Pecos Campus in Chandler, the Williams Campus in Mesa, the Communiversity in Queen Creek, and the Sun Lakes Center in Sun Lakes. A partnership with Rio Salado College, also part of the Maricopa District, provides courses at its Communiversity in Queen Creek. Over the last decade, the population of the service district has increased by over 200,000 people, making it one of the fastest growing areas of the country. The College has done its best to keep up, expanding its facilities by 215,000 square feet while adding 13 acres to its footprint. New and renovated spaces have all met LEED Silver standards, which has stabilized utility bills, reduced maintenance costs, and met sustainability goals.

BUDGET

In 2015, the Arizona legislature eliminated state funding to the Maricopa and Pima (Tucson) Community College districts, thereby creating a “two-legged stool” revenue stream from student tuition and fees and local district property taxes. MCCCD remains fiscally stable and continues to adjust with the financial implications of the pandemic.

The college operating budget was $56.8 million for the fiscal year ending June 30, 2021. The college maintains a balanced budget and operates at a surplus. Two percent of its annual general fund budget is reserved as planned surplus for investments in capital equipment and infrastructure. Operating surplus generated from staff vacancies and other unused contingencies are used for technology, equipment, facility upgrades, or retained into the next fiscal year for supplemental needs.

Property taxes are the bulk of revenues budgeted by the MCCCD and because the Phoenix metropolitan area continues to grow, revenues from this source have as well, lessening the impact of reduced enrollment during the global pandemic.

Faculty and staff membership on the College Budget Advisory Committee, charged with reviewing the College’s financial position and vetting budget and financial policy proposals, allows participatory governance with the President and administration. Full-time positions are funded in the base budget to ensure long-term stability. MCCCD has set the goal of increasing the ratio of full-time to adjunct faculty to 60:40 in support of student retention and improved graduation rates. The VPAA will advocate for equity locally and across the district. The ratio of full-time to adjunct faculty at CGCC in fall 2020 was 44:56.

Corporate and customized training, public and private grants, and charitable giving provide alternative revenue streams. For example, the Maricopa Information Technology Institute – East Valley is a collaboration between CGCC, Mesa and Scottsdale Community Colleges that serves business and industry training and development needs in the eastern sectors of the Phoenix metropolitan area. These colleges also collaborate through the Arizona Advanced Manufacturing Institute (AZAMI), a leader in manufacturing training and development across the state.
THE VICE PRESIDENT OF ACADEMIC AFFAIRS

LEADERSHIP AGENDA

The Vice President of Academic Affairs is the chief academic officer of the College. Reporting to the President, the Vice President will work closely with Cabinet officers, Deans, and Department Chairs to fulfill the College’s mission of “a student-centered college that creates learning experiences and growth opportunities designed for our diverse communities.”

The VPAA will be enthusiastic about the rigor and breadth of the intellectual life of the College, fostering student-centered approaches to retention, growth, and success while supporting faculty research and community engagement activities in the arts, professions and trades, and sciences. With a broad understanding of district and national trends, the VPAA will engage the wisdom of academic administration, faculty, and staff in shaping the directions and policies of the academic departments, advocating for innovation related to evidence-based effective practices and labor market demands. The VPAA will be financially astute, capable of identifying new sources of revenue and streamlining administrative processes. Doing this work will require strong communication skills, which include active listening as a prelude to speaking.

The VPAA must be approachable, not only as a leader but also as a colleague who is eager to join a community where kindness, inclusion, and good humor are prized. Helping to rejuvenate the college community, whose connectivity has suffered during the pandemic, will be essential work. The VPAA will engage with true interest and curiosity all campus and community stakeholders and students, enhancing a culture where people feel valued, respected, inspired, and allowed to think creatively and critically about college efforts. The VPAA will instill a spirit of teamwork, honest information-sharing, and transparency in making decisions. The VPAA will be a leader in attracting, supporting, and retaining diverse faculty and academic staff.

In addition to ensuring program excellence; developing new initiatives and partnerships; leading and supervising staff; assuring program efficiency and effectiveness; and working collaboratively in a shared governance environment, the VPAA will further the College’s mission with sustained effort on the following areas to move CGCC forward.

Act strategically to further Justice, Equity, Diversity, and Inclusion (JEDI)

As the College’s academic affairs leader, the next VPAA will embody its values of Diversity, Equity, and Inclusion with a strong voice, visible actions, and cultural competence. As an individual with a demonstrated commitment to these values, the next VPAA will lead the ongoing assessment of quantitative and qualitative data to understand the current state of the student, faculty, and staff experience. The next leader will engage in respectful, courageous conversation and analysis, leading to improvement efforts in learning and success for all students and communities served by the college.

Assist in developing and implementing a strategic enrollment and retention plan

For the first time in CGCC’s history, which has been characterized by explosive growth that has not seen budget and facilities proportionately enhanced, declining student enrollment is an emergent issue. The next VPAA will help lead the development of strategic enrollment and retention plans that expand transfer programs, occupational programs, and applied baccalaureate degrees for regional employers.
THE VICE PRESIDENT OF ACADEMIC AFFAIRS (CONT.)

Create sustainability through strategic focused innovation
Serving the fastest growing area of Phoenix, Chandler-Gilbert Community College prides itself on being a college with a culture that is open to new ideas, approaches, and projects directly responsive to its rapid development. Faculty and staff are empowered to be creative to brainstorm and implement ideas that further student success. The next Vice President of Academic Affairs will nurture and support this innovative ethos while helping the college to focus and build a strategic position, making data-informed decisions about feasibility, enrollment management, and growth strategies by finding the intersections that create economy of scale. The VPAA will bring inclusive leadership that takes a long-range perspective about sustainability when contemplating grant proposals and new ideas.

Engage processes and results with systemic collaboration
The VPAA will be a systems thinker who skillfully navigates the complexity of an independently accredited college that operates within the context of the nation’s largest community college system. At the local level, decisions that support innovation to respond to student demographics, education partners, and employers in the service area must be contemplated within the context of the greater Phoenix higher education ecosystem. Recent emergent opportunities have included responding to technology employers with outstanding programs in Artificial Intelligence, Cyber Security, and Dual Enrollment that currently works with the school districts to provide credit and degree options to 4,000 high school students. Continued program development that blends local and regional perspectives needs ongoing astute judgment about where to stop and where to lean in when tending to the College’s program mix.

Lead adaptively to respond to increasingly dynamic environments
An apt metaphor for the current landscape of higher education is a tectonic one. Stressors are leveling old mountains while forming new ones, elevating and lowering sea levels, creating uncertain footing everywhere. As the pandemic and the enrollment cliff have highlighted, last year’s solutions often won’t solve next year’s problems. The VPAA must be keen to shifts in the national and local environments to be capable of responding to emerging needs and conditions such as hybridization of work and teaching and learning modalities. The VPAA will demonstrate a dynamic leadership approach that understands the principles of equitable change management, accepting failure as integral to learning and grieving as part of meaningful transformation.

Partner with Student Affairs Division to create comprehensive student success, empowering people at every step
Significant work in implementing Guided Pathways has been accomplished. The initial work done in Student Services prepared the College, culturally and strategically, to accomplish the necessary next steps on the learning side of the house. The realization of the GP strategy goals, which are focused on creating greater levels of student achievement and success, will require appreciative and supportive collaboration between Academic Affairs and Student Affairs to make all programs and support services, from enrollment services to class scheduling to program advising and development, responsive to student needs. The VPAA will be an enthusiastic advocate for the value of the contribution made by each area and each employee. The VPAA will authentically collaborate and rely on the considerable wisdom of faculty and staff to be responsive for student development and success.

MINIMUM QUALIFICATIONS
Student Affairs or non-academic pathway: Master’s Degree from a regionally accredited institution in education or field related to area of assignment and four (4) years of full-time progressively responsible management and/or leadership experience in field of assignment that includes two (2) years of supervisory experience.

-AOR-

Academic pathway: Master’s Degree in a teaching field related to area(s) of assignment and four (4) years of full-time experience in an academic leadership and/or supervisory role in higher education and three (3) years of full-time teaching that includes curriculum/coursework development.
DESIRED QUALIFICATIONS

- Demonstrated record of actions to strategically to further Justice, Equity, Diversity, and Inclusion (JEDI);
- Participation in developing and implementing a strategic enrollment and retention plan;
- Demonstrated ability to create sustainability through strategic focused innovation;
- Able to use processes and create results with systemic collaboration;
- Record of using adaptive leadership that responds to increasingly dynamic environments;
- Experience partnering with Student Affairs Division to create comprehensive student success that has empowered people at every step.

APPLICATION AND NOMINATING PROCEDURE

Chandler-Gilbert Community College is being assisted in this search by Academic Search. Nominations, applications, and inquiries may be sent in complete confidence to CGCCVPA@academicsearch.org. Initial screening of applications will begin immediately. The position is open until filled, and applications received by July 10th can be assured best consideration.

Application materials should include:
- A cover letter that addresses the expectations discussed in the Leadership Agenda above with specific actions and accomplishments rather than a philosophical statement about the importance of the item;
- A two-page statement of demonstrated commitment to Justice, Equity, Diversity, and Inclusion (JEDI);
- Curriculum vitae;
- A list of at least five professional references with contact information, including telephone and email, and a note indicating the candidate’s working relationship with each. References will not be contacted without the explicit permission of the candidate.

Maricopa County Community College District (MCCCD) will not discriminate, nor tolerate discrimination in employment or education, against any applicant, employee, or student because of race, color, religion, sex, sexual orientation, gender identity, national origin, citizenship status (including document abuse), age, disability, veteran status or genetic information.

Title IX of the Education Amendments of 1972 states: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.”

The policy of the MCCCD is to provide an educational, employment, and business environment free of gender discrimination. As outlined in policy, incidents of misconduct should be reported to the college Title IX Coordinator; contact information is available at this link Title IX Coordinators.

The Clery Act is a Federal law requiring United States Colleges and Universities to disclose information about crime on and around their campuses. Crime reporting data for each of the Maricopa Community Colleges, as required under the Maricopa Community Colleges, is available at this link Clery Act.
ABOUT ACADEMIC SEARCH

Academic Search is assisting Chandler-Gilbert Community College in this work. For more than four decades, Academic Search has offered executive search services to higher education institutions, associations, and related organizations. Academic Search was founded by higher education leaders on the principle that we provide the most value to partner institutions by combining best practices with our deep knowledge and experience. Our mission today is to enhance institutional capacity by providing outstanding executive recruitment services, executive coaching, and transition support, in partnership with our parent organization, the American Academic Leadership Institute. For more information, visit www.academicsearch.org.