The Northeast Higher Education District (NHED) seeks an energetic, visionary president with the experience and passion to lead its five unique and autonomous, yet interdependent, two-year colleges in the beautiful, geographically dispersed region of northeast Minnesota: Hibbing Community College, Itasca Community College, Mesabi Range College, Rainy River College, and Vermilion Community College. These colleges are deeply integrated in the communities they serve and play a vital role in the educational, cultural and economic well-being of the region. A rich mix of programming, including specialty programs in environmental and natural resources fields, appeal to students nationally and internationally. The successful presidential candidate will be a skilled communicator, collaborator and consensus builder who understands small colleges and multi-college districts and is eager to embrace the Iron Range region in which NHED is located.

The presence of NHED colleges fills a higher educational need in Northeastern Minnesota and helps drive its economies.

Strategic Thinking and Visionary Pragmatism
NHED has a strong foundation and is well positioned to become even more vibrant under the leadership of a creative, pragmatic risk-taker. Faculty and staff are passionate and dedicated, alumni are engaged, and the communities are fully invested in their colleges. The new president will need to skillfully navigate changes needed to complete the process of bringing all five colleges together into one accredited institution while creating a shared vision for a stronger NHED, honoring college differences, and inspiring continued commitment and hope among employees and the communities. A strategic thinker who is able to execute on plans is needed to find opportunities in changing demographics, delivery methods, enrollment, and economic trends.

Leadership Style
NHED thrives with an open, transparent leader who is thoughtful and inclusive in decision-making and action. Outstanding listening and communication skills are required for the new president as well as a desire to collaborate, delegate as appropriate, and participate as part of a team. The new president should have respect and appreciation for the rigors and demands of faculty and staff roles, particularly in small colleges, and be able to communicate the same to constituents in the community. The emphasis on leadership is both local and at the enterprise/system level.

Shared Governance
NHED desires a president who embraces shared governance and welcomes all viewpoints to create an exemplary learning environment that attracts a diverse student population. The president should seek and welcome input and collaborate easily with faculty and staff. Experience within and appreciation for collective bargaining is strongly preferred.

Community Engagement
NHED has consistently fostered relationships and a culture of service within and beyond the five colleges’ communities. The colleges embrace and honor diversity and are committed to a spirit of cooperation and collaboration. The president will need to bring all perspectives together under a common vision while using the energy and enthusiasm of the stakeholders. The president will be a leader in the region to help shape the economic and social agenda.

Curricular and Co-curricular Leadership
NHED is strongly committed to supporting the educational and career goals of students and to offering programs that respond to the needs of the region. A president who understands new and innovative curricular and co-curricular programming including various delivery modes, the value of student engagement with faculty and staff, and the importance of exemplary student services is desired for NHED. The new president will need to quickly learn about the current and future workforce needs of the region and position NHED as a leader in meeting those needs.

Resource Development and Financial Stewardship
NHED enjoys generous support from local business and industry, philanthropists and the Iron Range Resources and Rehabilitation Board (IRRRB). At the same time, the president will need to stabilize finances, maximize NHED’s share of State funding and diversify funding sources to maintain facilities, programs, and scholarships to support students and the campuses, and strive to make NHED programs affordable for all those who wish to enroll.

Advocacy and Branding
The new president will continue to develop NHED’s brand enhancing the colleges’ ability to attract high quality faculty and students who will see the colleges as their top choice and keep them in this special Minnesota region. NHED’s new president will continue to capitalize on each of the college’s strengths and attract new investors and partners to share in NHED’s future success. The president will need to build strong legislative and community relationships to ensure that stakeholders understand NHED’s goals and challenges and the vital role they play in the communities of the region.
MISSION AND VISION

OUR MISSION
The NHED colleges will provide quality higher education to the communities throughout Northeastern Minnesota by developing a regional structure that will preserve college autonomy but will also align programs and services to better prepare residents for learning, employment, citizenship, and life.

What does the mission mean?
By creating a balance between local autonomy and regional unity, the NHED colleges will be positioned as resources for the region’s communities, employers, and students. Acknowledging that the future will be marked by continued growth in competition, the NHED colleges will find ways to expand potential student markets to include the incumbent workforce, and will develop institutional niches as a result. In this way the NHED colleges will be truly anchored to their communities and capable of cooperating with other colleges to cost-effectively provide quality education for smaller numbers of students. To do this, the NHED colleges will share institutional services, increase instructional investment, and reward creativity and innovation.

OUR VISION
The NHED colleges will enhance student access and learning options throughout the region and will focus on each member college’s connection to the community.

What does the vision mean?
Students enrolling in the NHED colleges will discover full-service institutions that are independent, yet strengthened through their interdependence, sharing of resources and programs, connection to communities, and participation in the economic development of the entire Northeast region. Strong local leadership will remain fully empowered to represent and to manage the college, and the district president and college leaders will collectively invest resources to strengthen instruction; create and align programs; and achieve true ‘centers of excellence’ across Northeastern Minnesota. In this way, students will be offered a well-rounded educational experience, and will be continuously assured of access to excellence, through on-going assessment and investment of resources in ways that better meet the needs of Northeastern Minnesota.

PURPOSE OF NHED
The NHED colleges will create an environment that:

» Increases access and improved learning opportunities for students;
» Focuses presidential leadership, at both the regional and community (institutional) levels;
» Increases coordination and joint planning among institutions; improves alignment with regional businesses, industries, organizations, and education providers; and
» Ensures full, independent Higher Learning Commission (HLC) accreditation for each of the member colleges.

OUR PRINCIPLES
The NHED Plan is built on these principles:

» Student and community needs drive planning and institutional structures;
» A unique blend of regional collaboration and local decision-making results in collective resource use, coordination, and planning for Northeastern Minnesota;
» Long-term institutional stability is a prerequisite for effective institutional planning, decision-making, and educational program implementation; and
» Benchmarking, assessment, and on-going refinement of programs and services are vital to institutional effectiveness and success.

Colleges of the Northeast Higher Education District

Based on preliminary financial statements
year ended June 30, 2020
(in thousands)

State Appropriation ....................... $23,147
Tuition & Fees ........................... $11,825
Other Revenue .......................... $24,684
TOTAL REVENUE ...................... $59,656

Personnel Expenses ...................... $37,459
Other Expenses ........................ $18,938
TOTAL EXPENSES ................... $56,397
The Board of Trustees of the Minnesota State Colleges and Universities has approved a motion expressing support for the intention of merging the accreditations of the five colleges of the Northeast Higher Education District (NHED) into one accredited college. The action paves the way for the District to proceed with comprehensive planning to merge to a single accreditation, and subsequent action by the Board of Trustees will be required to approve this plan. There are no plans to close any of the NHED campuses.

“Restructuring our five colleges into one accredited institution with six campuses will have many long-lasting benefits for our region,” said Michael Raich, interim president of NHED.

“We will create seamless learning experiences for students across the region, expand academic programming regionally, strengthen regional employer, university, and K-12 partnerships, and improve operational efficiencies. Operating our six campuses under a single accreditation will allow us to leverage the capacity and flexibility of a larger, cohesive college while still maintaining the important individual campus identities that our communities have grown to trust.”

According to Raich, district-wide strategic planning, regional academic planning, and numerous campus meetings involving multiple stakeholder groups helped guide this decision.

For next steps, NHED leadership will work with the Higher Learning Commission, the organization that accredits the colleges and universities of Minnesota State, to determine the necessary steps and application process for merging accreditations.

Raich continued, “The process will be evolutionary and will take several years to reach full implementation. We have set a goal of operating under the new model starting in Fall semester of 2022.”

“I appreciate Interim President Raich’s leadership regarding this work, as well as all those who have participated in the collaborative conversations to bring this recommendation forward,” said Devinder Malhotra, chancellor for Minnesota State. “Their efforts will result in more dynamic higher education options for the students and communities in northeast Minnesota.”
STUDENT SUCCESS AND DEMOGRAPHICS

JOB PLACEMENT
The NHED colleges graduate over 1,100 students annually. NHED’s 88 percent employment rate demonstrates the strong community connections the colleges provide students. The NHED colleges support and sustain 1,809 jobs in their communities and directly employ 557 people in Minnesota.

STUDENT LIFE
Students can participate in over 80 clubs and organizations that match their interest areas. The total college experience includes classroom experiences, naturally. It also includes out-of-classroom experiences. Student Life staff keeps busy making sure there are plenty of activities planned – everything from comedy acts, to music and theater performances, and interesting speakers are part of that out-of-classroom experience for the students.

EQUITY AND INCLUSION
NHED embraces diversity and welcomes students, faculty, and staff from all backgrounds. We are committed to addressing institutional barriers to student success and fostering an educational environment where all students can succeed. The NHED Equity and Inclusion campus committees work within their campuses and surrounding communities to ensure a quality education that encourages a diverse and multicultural educational experience.

TRIO Student Support Services
TRIO Student Support Services serves 1,000 students across the NHED District. The TRIO Student Support Services (SSS) program is a federally funded program that provides academic and personal support to under-represented students. Students make many changes when starting college. The extra attention and support from the TRIO staff can help make the transition smoother. The TRIO program assists students with personal and academic goals, provides career guidance, connects students socially with other students, helps with transfer issues, enhances study skills, and makes connections with tutoring opportunities on campus.

All services are provided FREE for eligible enrolled NHED students. Across a five-year grant period, the colleges receive over $12.5 million in TRIO Grants – Student Support Services and Upward Bound.

Equity by Design
Equity by Design is a methodology that equips higher education leaders to address educational disparities and to move beyond policy and planning to institutional equity-minded practices.

Each campus has created a coalition equity by design work team focusing on:

» Making data-informed decisions
» Influencing organizational development
» Influencing talent and change management strategy
» Preparing institutions to be student-ready
» Prioritizing equity in academic outcomes

Northeast Higher Educations District Fall 2019 Enrollment Figures

<table>
<thead>
<tr>
<th>Total Headcount</th>
<th>3,964</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>53%</td>
</tr>
<tr>
<td>Male</td>
<td>47%</td>
</tr>
<tr>
<td>Full-time</td>
<td>61%</td>
</tr>
<tr>
<td>Part-time</td>
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<tr>
<td>Minnesota Residents</td>
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<tr>
<td>Non-Residents</td>
<td>13%</td>
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<tr>
<td>International Students</td>
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<tr>
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<tr>
<td>Admission Category</td>
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</tr>
<tr>
<td>CIS/High School and PSEO</td>
<td>24%</td>
</tr>
<tr>
<td>Undergraduate (regular)</td>
<td>37%</td>
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<tr>
<td>Undergraduate (transfer)</td>
<td>33%</td>
</tr>
<tr>
<td>Undergraduate (other)</td>
<td>6%</td>
</tr>
</tbody>
</table>

Average Credit Load
Full-time .......................... 15.2
Part-time .......................... 6.1
All-Students ........................ 11.6

Average Age
Full-time .......................... 21
Part-time .......................... 23
All Students ........................ 22

Underrepresented ........................... 50%
Students of Color ........................ 19%
Pell Eligible .............................. 38%
First Generation Minnesota .................. 16%
First Generation Federal (TRIO) ............... 58%
Hibbing Community College (HCC)

Hibbing Community College is committed to the success and well-being of ALL of our students, faculty and staff. Our definition of “diversity” includes but is not limited to age, ethnic origin, national origin, race, color, sex, sexual orientation, marital status, disability, religious beliefs, creeds and income. The HCC Inclusion and Equity Committee, comprised of faculty, staff, students and community representatives, works on initiatives that meet our Mission: to lead our college in creating a diverse and inclusive, friendly, fair, equitable and supportive environment for all. The HCC Inclusion and Equity Committee’s annual ongoing work plan addresses the HCC core value of championing inclusion and equity and acts upon the strategies outlined in the Northeast Higher Education District Plan.

Itasca Community College (ICC)

ICC participates in the Grand Rapids Community Action Team, a community based group that has the goal of affecting the Grand Rapids community so as to become more tolerant of diverse populations. ICC offers a certificate in American Indian Studies and offers regular course work in American Indian Studies, including Ojibwe language. ICC maintains a sustained American Indian Learning Community space on campus featuring multiple computers, a fridge, coffee, davenport, native art, and study area. ICC strengthens relationships with the Indian Education staff from feeder schools. They collaborate on activities such as Native Quiz Bowl, Career Day, Fry Bread Taco Day, and annual on-campus pow-wow. ICC has students of color and LGBTQ+ groups that start and stop each year with the transition of our student body. The college is also currently involved in a joint Leech Lake Tribal and Itasca County initiative called “Whole Family Solutions for Justice Involved Youth” focused on changing how native youth experience the justice systems and whole community approaches to increase opportunities for native youth.

Mesabi Range College (MRC)

Mesabi Range College has a Multicultural group. They are looking to make it into a club and expand in the near future. Their goal is to promote cultural awareness, support, and comfort around campus and encourage MRC students to engage with the community. They have activities such as Day Of The Dead, Mardi Gras, MLK March, and others cultural events. This group is welcoming to everyone.

Rainy River Community College (RRCC)

The RRCC Equity and Inclusion Committee worked with the Marketing Department to design 10, history/celebration based post up stands, as well as one for welcome week and one for graduation, as a way to welcome the diverse student population to its campus. The post up stands were designed to represent the current student population at RRCC. RRCC also has had a variety of professional development and other speakers on campus including, Bukata Hayes on creating an inclusive campus, Dialogues on Diversity, Dr. Clyde Pickett, former Ex. Director of Diversity, Equity, and Inclusion for Minnesota State, Micro-Messaging, and Carl Crawford on today’s changing equity landscape.

Vermilion Community College (VCC)

VCC’s Committee of Equity, Diversity, and Inclusion (CEDI) has several initiatives underway. The committee purchased local grocery store gift cards to distribute to students who are food insecure. They are also conducting a Cultural Competency workshop with faculty and staff to further discussions on equity. Additionally, the committee also has a Podcast that includes diverse speakers (Boundary Waters College Podcast). VCC also has a program called Access Opportunity Success Diversity Program. It supports the college’s mission of educating people from all walks of life to become well-rounded, ethical citizens prepared to work, live, and learn in a changing world. The purpose of the program is to provide resources, support, and planned activities that address the unique needs of underrepresented students.
Our Communities

The Northeast Higher Education District (NHED), is a unique governance structure for five, autonomous yet interdependent, two-year colleges in Northeast Minnesota. These colleges include: Hibbing Community College, Itasca Community College, Mesabi Range College, Rainy River Community College, and Vermilion Community College.

NHED creates and maintains a welcoming and supportive environment for our students to give them as much opportunity as possible to be successful. NHED’s unique governance structure promotes strong regional alignment as we work with partners in K-12, higher education, business and industry, government, and the private sector throughout the northeast Minnesota region.

This alignment creates more opportunities to collaborate and leverage additional resources. Working together as five colleges, NHED is able to provide more learning options in the region.

The NHED colleges have a strong connection to their communities. They play a leadership role in each community by providing talent and expertise through their faculty, staff, and students. They serve their residents by being a “center” for the arts and humanities to enrich the cultural experience of those who live in rural Northeastern Minnesota. But most importantly, the NHED colleges, through faculty and staff, continue to play a significant role in preparing residents for learning, employment, and citizenship.

GIVING BACK TO THE COMMUNITIES

Each NHED college has a foundation that invests in student success and their community’s future through scholarships and college development.

Hibbing Community College (HCC)

With the help of generous donors, the HCC Foundation funds student scholarships and supports educational programs, so that an HCC education is always accessible, always relevant, and always looking to the future to serve the needs of our community. This year the HCC Foundation funded $90,000 in scholarships, $10,000 in program support through their small campus grant program, and $9,000 in equipment.

More than 75% of Hibbing Community College students need financial help to attend college. Many students are working full time, supporting families, and trying to make ends meet. At the same time, HCC, like most small rural colleges, faces financial challenges. That’s where the HCC Foundation comes in.

One example of a Faculty/Staff Grant Recipient project is for the Electrical Maintenance (ELM) program to make the ELM classrooms accessible to all students. With the layout of classrooms in ELM, students with disabilities, or who are seated in the back of the classroom, have a hard time seeing the lecture. The grant funds will be used to add TV’s that connect with the overhead projector, making participating in lecture the same for all students no matter their ability or location. Electrical students will also have the opportunity to wire the receptacles, mount the TVs, and run any cable for the project. By making the classroom work for all students, this will make learning available to all.

Itasca Community College (ICC)

The Itasca Community College Foundation supports and benefits students and the college by encouraging and facilitating financial contributions from alumni and friends of the college.

Established in 1972, the Itasca Community College Foundation is an independent 501(c)(3) charitable organization that partners with ICC to support and strengthen the college’s role in serving the educational needs of our students. We are committed to investing in student success, to supporting faculty and staff excellence, and to enhancing college facilities and programs. We believe in the strength, vitality, and flexibility of our community college, in lifelong learning for our students and graduates, and in the benefit ICC provides to area communities.

Each year, the ICC Foundation board awards approximately $125,000 in scholarships to approximately 100 students. By completing just one application, students are awarded scholarships based on a variety of criteria; a scholarship awards reception is held each spring where students and donors can meet.

The ICC Foundation recently completed a privately funded $4.9 million capital
campaign to construct a student center on the ICC campus. Construction of the McMahon Student Center is currently underway and should be completed by May of 2021. ICC Provost Bart Johnson, former NHED President Bill Maki, and current Interim NHED President Mike Raich were all instrumental in navigating approval through Minnesota state.

Mesabi Range College (MRC)
The MRC Foundation assists MRC in promoting extraordinary education opportunities for the students, faculty, staff, and administration.

The MRC Foundation is committed to the promotion of education and educational facilities and the granting of scholarships at MRC.

To further these goals, the Foundation:

- Facilities approximately $100,000 of tuition support annually through scholarships;
- Accepts monetary donations from individuals, businesses, and organizations on behalf of MRC;
- Acts as a Fiscal Agent to facilitate in-kind donations for programmatic support; and
- Acts as a Fiscal Sponsor to facilitate grant opportunities for the college.

The MRC Foundation awards scholarships to over 50 students each year. Over $97,000 has been donated by Foundation donors for the 2020-21 academic year. They recently worked with a donor to secure a $20,000 donation to remodel the Faculty/Staff Lounge. A portion of the donation was also used to upgrade their Student Lounge Area.

Rainy River Community College (RRCC)
The RRCC Foundation invests in student success and the community’s future through scholarships and college development. The RRCC Foundation looks to enhance the Rainy River experience in a variety of ways including, allocating $195,000 in student scholarships annually, offering small campus grants for faculty and staff, hosting campus-wide events to enrich the student experience, and planning fundraising initiatives to develop community support.

A few examples of how the Foundation provides support for campus initiatives include:

- Working with community volunteers to help host the College for Kids program, an educational camp for students ages 4-13, held on the RRCC campus each summer;
- Offering emergency grants to students who need financial help or assistance;
- Financially partnering with the Voyageur’s Food Pantry to help address student food insecurity concerns on campus; and
- Working with the Orientation/Welcome Week committee to help fund Orientation events and programs.

For the 2019-2020 academic year, the RRCC Foundation awarded over $130,000 in scholarships to more than 120 students hailing from Minnesota, Arizona, Florida, Texas, Nebraska, and Canada.

Vermilion Community College (VCC)
The VCC Foundation promotes a stronger awareness of the bond between VCC and the communities it serves; and seeks, accepts, and administers financial and material gifts for the benefit of the college and its students.

Many friends and devoted alumni of VCC have seen first-hand the power a VCC education has to improve lives. Many VCC endowed scholarship funds were created by the children of those immigrants who instilled in them a work ethic and desire to give back to the community that supported them.

In addition to awarding academic scholarships, the Foundation facilitates the VCC Textbook Fund, providing students of need assistance in paying for textbooks and lab supplies, and the VCC Emergency Fund, designed to help students overcome financial emergencies allowing them to stay in school and on course for degree completion. The Foundation also collaborates with the VCC Equity, Diversity, and Inclusion Committee to provide financial support for programming related to this work.

This year the VCC foundation awarded $23,050 in endowed scholarships, $66,791 in annual scholarships, $2,266 in textbook grants, $11,732 in emergency grants, and $3,500 in funded programs.
NHED colleges were among the first two-year institutions of higher education to be located in northern Minnesota, with Hibbing founded in 1916, Itasca in 1922, Mesabi Range in 1918 (Eveleth Junior College) and 1921 (Virginia Junior College), Rainy River in 1967 and Vermilion in 1922. The rich history of high quality education and community development that has been NHED’s tradition is clearly evident on these college campuses today. NHED colleges provide access and opportunity to higher education in Northeastern Minnesota.

STUDENTS AND ALUMNI IN THE STATE GENERATE ADDITIONAL IMPACT

Since 2009, the colleges of NHED have awarded 13,723 degrees and certificates, including diplomas in liberal arts and sciences, industrial/technical programs, and nursing/nursing assistant. Thirty-three percent of all awards were in the high demand fields needed in the region. Alumni living and working in the state total 10,978. Assuming that a career lasts for 40 years, alumni of NHED colleges currently living in Minnesota will have contributed nearly $2.2 billion in economic impact over 40 years.

NHED colleges have a unique footprint and leave a lasting mark through their graduates. Their college alumni are active members of each community, many choosing to live and work in the area. Alumni support the mission of NHED and sustain future enrollment by providing scholarships to students, and promoting pride among fellow graduates, current students, and the surrounding community. Many also come together for athletic events to cheer on the Cardinals, the Vikings, the Norsemen, the Voyagers, and the Ironmen and Women competing in the Minnesota College Athletic Conference.

MAKING A DIFFERENCE IN THE COMMUNITY AND STATE

The faculty and staff of each college are an asset to the region. Many give back to their communities through involvement in local chambers of commerce, workforce and business development boards/councils, community foundations, as well as K-12 and higher education area school collaboratives. Many are also parents who become involved in supporting local athletics, arts programs, and other community groups serving as volunteers, coaches, fundraisers, and board members. The educational environmental, and cultural arm of NHED is reaching into Northeastern Minnesota communities and making a difference.

The colleges draw a significant percentage of non-Minnesota residents to the region to pursue their education. In the fall of 2019, 13 percent of the total enrollment (3,964 students) was from outside the state.

An estimated $2.9 million in charitable donations and volunteer services are generated annually by NHED faculty, staff, and students.

» $662,123 donated to local charitable organizations by NHED staff, faculty, and students.

» $2.2 million of volunteer time by NHED faculty, staff, and students.

PARTNERSHIP WITH ADVANCED MINNESOTA

Advanced Minnesota is responding to the needs of its regional businesses and industries by expanding its geographical footprint. The perfect example of this is its new strategic partnership with Customized Training and Continuing Education at Bemidji State University and Northwest Technical College.

Advanced Minnesota now integrates seven existing custom training and continuing education programs at Bemidji State University, Hibbing Community College, Itasca Community College, Mesabi Range College, Northwest Technical College, Rainy River Community College and Vermilion Community College, into a region-wide, interdependent operation that retains direct client access and program delivery across our region.

This interdependent approach assertively addresses our regional goals:

» Meet the increasing demand by regional business and industry for qualified workers;

» Provide a single point of contact for all clients seeking customized training and continuing education programming;

» Implement an aggressive strategy, driving marketing and business development which in turn will facilitate the identification and exploitation of new opportunities;

» Align resources required for effective program delivery and development of new clients;

» Generate the essential internal data at the level of granularity required to assess performance effectiveness and efficiency, make informed decisions, and communicate this internally and externally; and

» Be the one portal for Workforce Training Solutions.

PARTNERSHIP WITH MINNESOTA DEPARTMENT OF IRON RANGE RESOURCES AND REHABILITATION

The Northeast Higher Education District has a strong partnership with the Minnesota Department of Iron Range Resources and Rehabilitation. This agency is an economic development agency of the state of Minnesota that reinvests local taconite production taxes back into Northeastern Minnesota businesses and communities in order to strengthen and diversify the economy. Over the past few years, NHED has received approximately $9 million in grant funding from the Minnesota Department of Iron Range Resources and Rehabilitation. The funding supports areas such as new program development (i.e., veterinary technician program, project-based learning and apprenticeship model for engineering); transportation and logistics simulation center; academic and student support services for women enrolled in non-traditional programs; and restructuring of the Northeast Higher Education District.
ABOUT MINNESOTA STATE

Minnesota State is the largest single provider of higher education in the state. With 37 institutions, including 30 community and technical colleges and seven state universities, Minnesota State serves 65 percent of the state’s undergraduate student population.

Students and employers alike count on Minnesota State to provide extraordinary education. Our colleges and universities are accredited by the Higher Learning Commission, and many of the academic programs offered have received specialized accreditations.

The system employs more than 15,300 people, many of whom are represented by one of the several bargaining units and personnel plans. The bargaining units include:

» Inter Faculty Organization
» Minnesota State College Faculty
» Minnesota State University Association of Administrative and Service Faculty
» American Federation of State, County and Municipal Employees
» Minnesota Association of Professional Employees
» Minnesota Government Engineers Council
» Middle Management Association
» Minnesota Nurses Association

Extraordinary Facts

Minnesota State serves 340,000 students annually and more students of color, first-generation college students, and students of modest financial means than anyone else in the state, including:

• 63,000 Students of Color and American Indian Students
• 48,500 First-Generation College Students
• 84,000 Low-Income Students
• 95,000 Students Aged 25 or Older
• 9,200 Veterans and Service members

» We offer the lowest tuition in Minnesota

» Our colleges and universities have 54 campuses that are conveniently located in 47 communities throughout Minnesota

» We provide more than 4,000 academic programs, including 743 offered entirely online

» We award more than 38,000 degrees, certificates, and diplomas annually

» 89.5% of graduates are employed in a field related to their degree program

» Our colleges and universities produce more graduates for jobs in critical, high-demand fields such as health care and information technology than anyone else in the state

» We employ more than 15,300 dedicated faculty and staff focused on student success

» We provide essential training and specialized certification options for business, industry, and professionals throughout Minnesota
Equity 2030
In June 2019, we set a critical goal: By 2030, Minnesota State will eliminate the educational equity gaps at every Minnesota State college and university.

Equity 2030 serves as the organizing principle across all campuses — for all our work, our operational structures, policies and procedures, and for the inclusive, safe, and anti-racist organizational ethos we strive for.

It is both a moral imperative and the path to economic prosperity. Only by addressing systemic inequities in educational access and outcomes, can we build a better future for students, families, and our communities.

As the pandemic crisis has magnified persistent racial disparities across the country and in Minnesota, we have doubled down in our commitment, advancing Equity 2030 with a strong sense of urgency and united resolve.

Our approach to meeting this goal coordinates key initiatives across Minnesota State focused on the following six Strategic Dimensions:

» Enhanced Access
» Student Academic Success
» Student Success: Engagement and Support
» Data-Guided Decision Making
» Financial Resources and Support
» Workforce Diversity

GOVERNANCE
The 15-member Minnesota State Board of Trustees is appointed by the Governor and has policy responsibility for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations. Learn more on the Board of Trustees page at MinnState.edu/board.

CHANCELLOR
Under the direction of the Board of Trustees, the chancellor is chief executive officer of Minnesota State and is responsible for providing academic leadership to the 37 colleges and universities of Minnesota State, ensuring effective and efficient management and operation of the system so that Minnesota State can meet the current and long-term educational needs of all Minnesotans. Learn more on the Chancellor’s Office page at MinnState.edu/system/chancellor.

STRATEGIC FRAMEWORK
In January 2012, the Board of Trustees adopted a strategic framework for the future of Minnesota State. The framework emphasizes the essential role Minnesota State plays in growing Minnesota’s economy and opening doors of educational opportunity to all Minnesotans. Minnesota State recently completed a multiyear self-examination and is now moving to operationalize the strategies in the Strategic Framework:

» To ensure access to an extraordinary education for all Minnesotans;
» To be the partner of choice to meet Minnesota’s workforce and community needs; and
» To deliver to students, employers, communities and taxpayers the best value and most affordable higher education option.
PRESIDENTIAL SEARCH QUALIFICATIONS AND CHARACTERISTICS

The successful candidate will demonstrate most, if not all, of these qualifications:

» Strong leadership skills necessary to provide vision and direction to the colleges, community, and Minnesota State.

» A reputation as a leader with vision for the future of higher education

» Progressively responsible experience in higher education administration or other extraordinary leadership experiences at a complex organization

» Experience and leadership with shared governance, demonstrating a collegial and collaborative management style

» Experience in a collective bargaining environment

» An appropriate combination of education, training and experience in program and curriculum development, fundraising, governmental relations, accreditation process, as well as budget and fiscal management

» A record of actions reflecting concern for the success and well-being of students

» Fosters and promotes public/private partnerships between education and business and industry, community leaders, and organizations

» Demonstrated ability to lead in an innovative environment and encourage out-of-the-box thinking

» Success in data-based decision making

» Ability to lead the colleges in an authentic, collaborative and transparent manner with integrity and respect

» Demonstrated experience advancing diversity and inclusion

» Proven track record of being a visible, engaged and accessible presence with students, alumni, community leaders, and friends

» Experience partnering with K-12 systems and community colleges

» Exceptional oral and written communication skills effective with broad range of audiences

» An earned doctorate is preferred but not required

Application Procedure

RH Perry & Associates, a retained executive search firm, is supporting the Northeast Higher Education District in this search. Potential candidates and interested parties may review the position profile at RHPerry.com.

Screening of applications will begin immediately and continue until the position is filled. The preferred date to receive application materials for maximum consideration is January 4, 2021.

Applications must include:
1. Current resumé or CV
2. Cover letter addressing the position
3. Contact information for five professional references

Application materials may be submitted securely through RHPerry.com or at NHEDPresident@rhperry.com.

For further information, please contact:
Dr. Joanne Bashford
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