



DAKOTA COUNTY
TECHNICAL COLLEGE

Inver Hills
Community College

MEMBERS OF MINNESOTA STATE

Presidential Search Profile

Dakota County Technical College & Inver Hills Community College

POSITION OVERVIEW



The Minnesota State Board of Trustees and Chancellor Devinder Malhotra invite nominations and applications for the position of President of Dakota County Technical College (DCTC) and Inver Hills Community College (Inver Hills).



The president is the chief executive officer for both colleges, reporting to the chancellor, and is responsible for a service mission in technical and transfer programs, as well as business training and development, which conforms with Board of Trustees' policies and goals.

DCTC and Inver Hills are two of Minnesota's thirty community colleges and utilize a "shared service" model in which certain administrative functions, e.g., Information Technology, are shared by both institutions. Each institution is accredited separately by The Higher Learning Commission and each enjoys full accreditation status. Both colleges have positive institutional cultures, in part because of a commitment to shared governance.

Different employee groups work well together to serve students and business and industry. Both colleges utilize collective bargaining and labor relations within them are positive as well. The successful candidate will embrace shared governance and respect collective bargaining principles.

The two colleges are located in Dakota County, which is comprised of 20 cities and 13 townships just south of St. Paul with a population of 425,000. DCTC has 99 certificate and diploma offerings and 59 associate programs. Inver Hills has 29 certificate and diploma offerings and 40 associate programs. Enrollment at DCTC is 2,274 and is 4,104 at Inver Hills. 29% of DCTC and 33% of Inver Hills total enrollment are students of color. Among the key DCTC academic programs are Construction and Manufacturing, Health Education, and STEM. Key programs at Inver Hills are Business, Fine Arts and Justice Studies.

Importantly, personal life complements professional life in Greater Minneapolis/St. Paul. U.S. News ranks the area as the 6th best place to live in America. It is widely held that Minnesotans care about each other, the environment, the arts and philanthropy.

The innovative "shared service" model, the positive institutional cultures, the diverse technical and transfer credit/noncredit program focus and the Minneapolis/St. Paul area combine to make the position of President of DCTC and Inver Hills a very attractive leadership opportunity, particularly for candidates with experience in aligning campuses or colleges.

INSTITUTIONAL PROFILE



OUR ALIGNMENT

DCTC and Inver Hills offer a powerful and comprehensive range of educational opportunities to Dakota County and the southeast region of Minneapolis/St. Paul metro area.

DCTC and Inver Hills, which both celebrate 50th anniversaries in 2020, are located within 10 minutes of one another. Established separately, the community leaders who helped shepherd the foundation of the two colleges shared a vision to meet the higher education needs of the region. The institutions draw students from the same communities, and have collaborated throughout their two histories.

In 2013, DCTC and Inver Hills began the transition to a shared leadership structure. The alignment strategy provides opportunities for the colleges to be more effective and efficient in meeting the needs of students and communities including:

- > Increased opportunities for students, businesses, and community organizations
- > Good stewardship of resources
- > Continuity of operations and opportunities to learn from one another

As the colleges move forward into the next 50 years, DCTC and Inver Hills will honor our proud histories and distinctive missions, while working together to provide easy access to exceptional education, increase student success, and meet the needs of industry and community partners.

COMMUNITY ENGAGEMENT

DCTC and Inver Hills are connected to the communities they serve. Leading the way in service to veterans, they rank among the nation's Best Colleges for Veterans. In addition to their top-notch services for veterans, both DCTC and Inver Hills have

a number of campus clubs that give students hands-on, engaging opportunities to make a lasting impact. Students regularly hold food drives, blood drives, highway clean-ups, register-to-vote campaigns, and more.

At DCTC, Lions Clubs sponsor projects for Habitat for Humanity and Ronald McDonald House, while at Inver Hills, students travel to Louisiana annually to assist with Hurricane Katrina relief; showing our students' impact, shows no bounds.

Through its work with Dakota-Scott County Workforce Investment Board, Enterprise Minnesota, chambers of commerce, and business and industry, DCTC and Inver Hills provide invaluable resources to serve the workforce needs of businesses in the southeast Metro. True college experiences with flexibility and individual pathways developed to promote student success, ensure that DCTC and Inver Hills make a significant, positive impacts in Dakota County.

MAKING A DIFFERENCE IN THE COMMUNITY

DCTC and Inver Hills faculty, staff, and students generate an estimated \$1.3 million in charitable donations and volunteer services annually.

- > \$417,578 donated to local charitable organizations by DCTC and Inver Hills staff, faculty, and students.
- > \$917,101 of volunteer time by DCTC and Inver Hills faculty, staff, and students.
- > Over \$400,000 per year in scholarships awarded to local students by the DCTC and Inver Hills Foundations.



DCTC FOUNDATION

The DCTC Foundation serves as an avenue for gifts and grants that benefit the college and our students. By providing resources to students, the college and our programs, the Foundation upholds the DCTC mission.

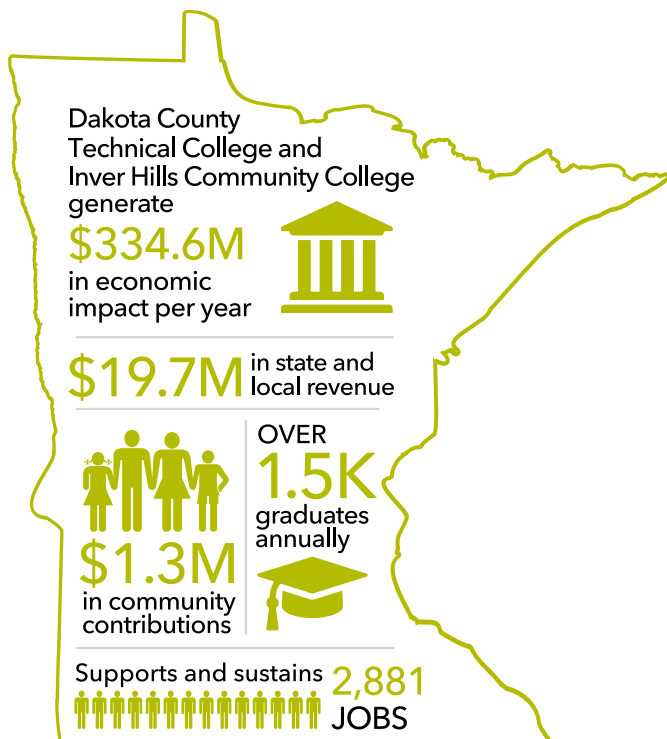
Governed by a board of directors with up to 18 members, the Foundation has generated more than \$3.2 million in financial assistance for students while building a general endowment fund and establishing private endowment funds.

INVER HILLS FOUNDATION

The Inver Hills Foundation promotes the college by building partnerships with area high schools, businesses, community organizations and government agencies. We build capacity by securing financial and other resources that further the mission of the college.

GENERATING ECONOMIC IMPACT

Combined, Dakota County Technical College and Inver Hills Community College make a major impact in Minnesota each year.



2018-2019 DCTC and Inver Hills Financials

DCTC REVENUE

\$12,753,138	Tuition & Fees
\$12,184,122	State Appropriation
\$3,690,895	Auxiliary Enterprises
\$1,862,801	Federal Grants
\$276,453	State Grant
\$30,739,473	2017 Revenue
\$34,282,559	2018 Revenue
\$30,767,409	Total Revenue

INVER REVENUE

\$16,022,510	Tuition & Fees
\$15,717,402	State Appropriation
\$2,545,280	Auxiliary Enterprises
\$998,899	Federal Grants
\$29,975	State Grant
\$36,752,671	2017 Revenue
\$38,774,899	2018 Revenue
\$35,314,065	Total Revenue

DCTC EXPENSES

\$13,380,921	Instruction
\$3,107,907	Academic Support
\$5,579,528	Institution Support
\$4,752,347	Student Services
\$4,589,622	Physical Plant Operation
\$1,506,255	Auxiliary Enterprise
\$116,352	Scholarships/Financial Aid
\$21,868,464	Personnel
\$11,164,468	Non-Personnel
\$33,032,932	Total Expenses

INVER EXPENSES

\$15,416,755	Instruction
\$4,270,795	Academic Support
\$4,391,496	Institution Support
\$4,736,931	Student Services
\$3,681,702	Physical Plant Operation
\$2,248,945	Auxiliary Enterprise
\$327,546	Scholarships/Financial Aid
\$26,120,633	Personnel
\$8,953,535	Non-Personnel
\$35,074,169	Total Expenses

DCTC FOUNDATION

\$1,093,877	Total Revenue
\$765,8783	Total Expenses

INVER FOUNDATION

\$513,556	Total Revenue
\$514,811	Total Expenses

DCTC OVERVIEW



DCTC delivers cutting-edge, skilled, and technical training for today's most in-demand jobs, making the 2018 Forbes list of top 25 two-year trade schools in the nation. With 55 different programs, students can boost their earning potential and launch or change their careers in many professional sectors. From business to brewing, high tech to healthcare, and more, DCTC directly supports regional economic development.

MISSION

The mission of DCTC is to provide collegiate-level education for employment that will empower individuals to enhance their opportunities for career advancement and success in a global economy.

VALUES

- > **Excellence:** Focus on quality in programs and services
- > **Diversity:** Show acceptance, openness and fairness to everyone
- > **Innovation:** Encourage and reward new ideas, proactive thinking and use of evolving technology
- > **Respect:** Foster trust, courtesy and open communication
- > **Integrity:** Promote ethical and honest behavior

- > **Accountability:** Maintain effective and efficient programs and services
- > **Collaboration:** Work cooperatively in a supportive environment

ACCREDITATION

DCTC is accredited by The Higher Learning Commission.

GOVERNANCE

DCTC has a strong labor tradition with sophisticated labor leadership. The college operates under collective bargaining agreements with the campus's four unions that are negotiated statewide and administered locally.

- > Minnesota State College Faculty, the American Federation of State
- > County and Municipal Employees
- > Minnesota Association of Professional Employees
- > Middle Management Association

These agreements cover faculty and staff. The leadership of these organizations are vigorous, mission driven, and sophisticated in bargaining for their members. The college and faculty work together under a collectively-bargained shared governance model.



INVER HILLS OVERVIEW



Inver Hills offers an affordable, high-quality education that serves as a launch pad for many advanced degree or career directions. Nationally recognized as a veteran-friendly campus and ranked one of the top adult-friendly, two-year colleges in the nation by Washington Monthly, Inver Hills prepares students to succeed at a four-year college or enter the workforce.

MISSION

Dedicated to the power and promise of education, we inspire students, build careers and strengthen communities.

VALUES

- > Student success
- > Excellence and innovation in education
- > Caring for our environmental, human, and financial resources
- > Equity, inclusion, integrity and respect
- > Continuous improvement

ACCREDITATION

Inver Hills is accredited by the Higher Learning Commission. The college concluded its most recent accreditation cycle on March 20-22, 2017.

GOVERNANCE

Inver Hills has a strong labor tradition with sophisticated labor leadership. The college operates under collective bargaining agreements with the campus's four unions that are negotiated statewide and administered locally.

- > Minnesota State College Faculty, the American Federation of State
- > County and Municipal Employees
- > Minnesota Association of Professional Employees
- > Middle Management Association

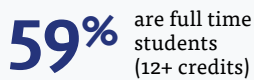
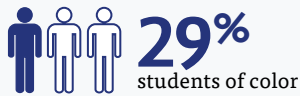
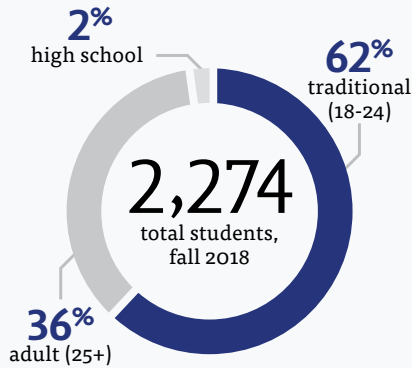
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STUDENT SUCCESS & DEMOGRAPHICS /

DAKOTA COUNTY TECHNICAL COLLEGE

— ENROLLMENT, DIVERSITY AND INCLUSION —



— STUDENT LIFE —



Student Life enhances the overall learning and development of students through programs and activities that provide leadership, cultural awareness and community-building opportunities. DCTC offers more than 25 clubs, organizations and activities ranging from career development, leadership, and culture.

— INTERCOLLEGIATE ATHLETICS, goblueknights.com —

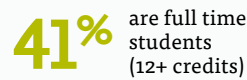
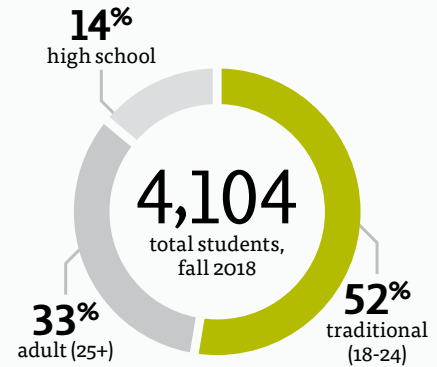


MEN soccer • basketball • baseball

WOMEN soccer • volleyball • softball

INVER HILLS COMMUNITY COLLEGE

— ENROLLMENT, DIVERSITY AND INCLUSION —



— STUDENT LIFE —



Dedicated to providing a rich student experience, Inver Hills Student Life provides opportunities for student engagement and empowers students to connect with our community. The college offers more than 25 student clubs, organization and activities in areas such as music, theater, culture, and student leadership.



MINNESOTA STATE

Extraordinary Education. Exceptional Value.

Minnesota State is the largest single provider of higher education in the state. With 37 institutions, including 30 community and technical and seven state universities, Minnesota State serves 64 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 16,000 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



Equity 2030

During the winter and spring of 2019 Minnesota State embarked upon a time of reflection called Reimagining Minnesota State. Essential questions were asked about what it means to be a public higher education system in an environment of rapid and accelerating change.

Stock was taken of the progress Minnesota State has made in its first 20 years as a comprehensive system, and what Minnesota needs from Minnesota State for the next 20 years was identified.

From this reflection came a goal:

By 2030, Minnesota State will eliminate the education equity gaps at every Minnesota State college and university.

The approach to meeting this goal is currently being developed, but will include initiatives 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 and Talent Development

Extraordinary Facts

Minnesota State serves 350,000+ students annually and more students of color, first-generation college students, and students of modest financial means than anyone else in the state, including:

- » 63,500 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
 - » 10,000 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 3,900 academic programs, including nearly 600 offered entirely online
 - We award more than 38,000 degrees, certificates, and diplomas annually
 - 87.1% 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 15,900 dedicated faculty and staff focused on student success
 - We provide essential training and specialized certification options for business, industry, and professionals throughout Minnesota



Governance

The Minnesota State Colleges and Universities is governed by a 15-member Board of Trustees appointed by the governor. The Board has policy responsibility for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations. 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 system's 37 colleges and universities, ensuring effective and efficient management and operation of the system so that Minnesota State can meet the current and longterm educational needs of all Minnesotans. 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 the system plays in growing Minnesota's economy and opening doors of educational opportunity to all Minnesotans. Minnesota State recently completed a multi-year 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
- » 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:
- > An evidence-based commitment to diversity, equity and inclusion through intentional partnerships that demonstrate measurable institutional (campus) and community impact.
- > Strong leadership skills necessary to provide vision and strategic direction for the college, community, and Minnesota State system. The leader should have the ability to lead the college in an authentic, collaborative, and transparent manner with integrity and respect.
- > A track record of actions and initiatives reflecting a concern for the success and wellbeing of students.
- > Demonstrated ability to lead in an innovative environment and encourage out-of-the-box thinking. Experience in leadership with shared governance and collective bargaining, and a demonstrated collegial and collaborative management style.
- > The candidate should have held progressively responsible experience in higher education administration or other extraordinary leadership experience at a complex organization. The candidate should excel at fiscal management, resource development, building excellent administrative and academic leadership teams, organizing complex systems around core missions, and making data-based decisions.
- > Fosters and promotes public/private partnerships between education, business, industry, community leaders, and organizations. Has a proven track record of being a visible, engaged and accessible presence with alumni, community leaders and organizations. Has experience partnering with K-12 systems and baccalaureate institutions.
- > Exceptional oral and written communication skills that have proven effective with a broad range of audiences. The leader should be a champion of the community and technical college mission and have experience communicating the mission with both external and internal stakeholders.
- > An earned doctorate is preferred, but not required.

HOW TO APPLY

This is a confidential search process. To ensure full consideration, application materials should be received no later than January 7, 2020. The position will remain open until filled.

To apply go to acctsearches.org and upload your documents.

Candidates will need to have the following information or materials available to complete the application:

1. A letter of application (not to exceed 5 pages) that succinctly addresses the opportunities and challenges identified in the Position Profile and demonstrates how the candidate's experience and professional qualifications prepare them to serve as the President of Dakota County Technical College/Inver Hills Community College.
2. A current resume including an email address and cellular telephone number.
3. A list of eight references: example, two to three supervisors, two to three direct reports and two to three faculty and/or staff members from current and former institutions.

For additional information, nominations or confidential inquiries, contact:

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