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President

Inver Hills Community College Inver Grove Heights, Minnesota

The Search

Inver Hills Community College (IHCC) announces a national search for the position of President. IHCC is a publicly-supported, comprehensive community college in the Minnesota State College and University System. Its mission is to continuously improve student understanding and capabilities that help students lead purposeful lives, contribute to a vital social and economic community, and pursue lifelong learning.

Inver Hills offers 38 degree options, including the Associate in Arts (A.A.), a liberal education degree that leads to transfer to four-year colleges and universities, the new Associate in Fine Art (A.F.A.) degree in studio arts, and the career-related Associate in Science (A.S.) and Associate in Applied Science (A.A.S.) degrees in leading occupational areas such as nursing, paralegal, computer networking, law enforcement, human services, business, emergency medical services, and more.

The new President will lead Inver Hills in its continued efforts to provide the highest quality education and service to the community. Reporting to the Chancellor, the President serves as the chief ambassador for the College, forging partnerships and relationships with area businesses, industry, elected officials, educational institutions, and organizations. Other key roles include fundraising, recruiting high-quality employees, and ultimately ensuring the quality of the College's curricular offerings. As the chief executive officer, the President is also in charge of the administration of the College and managing financial resources. The President must ultimately inspire faculty, students, and staff to work together to achieve new levels of operational and instructional excellence.

The Minnesota State Colleges and Universities System has retained Isaacson, Miller, a national executive search firm, to assist in the recruitment of the new President. This

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document briefly describes IHCC, the context of the position, several specific challenges and opportunities likely to face the new President, as well as the experiences and personal qualities expected of the successful candidate. All confidential applications, inquiries, and nominations should be directed to the parties listed at the conclusion of this document.

The Minnesota State College and University System

The Minnesota State College and University System is comprised of 32 state-supported technical colleges, community colleges, and state universities. The system became operational in 1995, bringing together 21 community colleges, 34 technical colleges, and seven state universities as a result of legislative action. Through consolidation and mergers, the system today has 25 two-year colleges and seven state universities. They are located on 53 campuses in 46 communities throughout the state.

James H. McCormick was appointed Chancellor of the system in July 2001. The system is governed by a 15-member Board of Trustees whose members are appointed by the governor.

Inver Hills Community College

Brief History of Inver Hills Community College

Inver Hills opened its doors in 1970 and received its initial accreditation in 1972, offering academic programs in the liberal arts and occupational programs. From an initial student body of 363, the College grew steadily to 2,864 full-time students in 1994-95. Following several years of stable or declining enrollment, IHCC experienced a 54.8% student body growth between 2000 and 2009. The College currently serves over 8,500 students, with a full year equivalent (FYE) of 3,784. This number is projected to increase by 10% in 2010.

The College continues to offer a traditional liberal arts program leading to an Associate of Arts degree and has articulation agreements with state universities and the University of Minnesota to facilitate students' pursuit of baccalaureate degrees. The College continually works to strengthen both its customized training programs and its professional programs in health care, teaching, computer technology, paralegal, law enforcement, and business.

Location

Inver Hills Community College (IHCC) is located in Inver Grove Heights, Minnesota, part of the Minneapolis-St. Paul metropolitan area. Just 10 minutes from downtown St. Paul, Inver Grove Heights is part of the sixteenth largest metropolitan area in the United States, with just over 3.5 million residents in 2006. In 2007, *Forbes* named Minneapolis-St. Paul the United States' "Most Affordable Place to Live Well", based on affordable housing, high quality of life, and access to choice arts, leisure and entertainment

offerings. The area boasts abundant natural beauty, including the Mississippi National River and Recreational Area, and the Grand Rounds National Scenic Byways.

The Minneapolis-St. Paul metropolitan area has experienced strong population growth in recent years, and Inver Grove Heights—as well as nearby communities in Dakota, Ramsey and Washington Counties—continues to grow. This rapid development in the College’s service area is expected to continue for the next five to ten years.

Inver Hills has one of the most beautiful college campuses in the state. Its campus has the feeling of an academic village, with nine brick buildings nestled into a lush valley. When the College opened, the campus was a three building “settlement” in a pastoral setting of rolling woodland accented by picturesque ponds. Today, roadways and development hem in the college’s ninety-acre campus and its woodlands are among the last untouched parcels in the vicinity. This makes the campus a treasured resource in the community for its physical character, as well as its academic offerings.

Academics

The mainstay of Inver Hills’ programs is its Associate in Arts (A.A.) degree. This degree, which prepares students for transfer to baccalaureate institutions in a wide range of disciplines, accounts for 60% of the College’s FYE. The heart of the degree is the Minnesota Transfer Curriculum (MnTC), which provides a general education core that is transferable to all public higher education institutions in the state and to several public universities in bordering states, as well as to several private institutions. In the last few years, departments have developed pre-major tracks within the A.A. degree to provide students with better guidance in transferring efficiently and better preparation for success in majors at the state’s four-year institutions. Today, IHCC boasts fifty academic disciplines and programs.

In addition to programs for students planning to move on to baccalaureate institutions, Inver Hills offers more than 25 career-related degree programs, leading to the Associate in Science (A.S.), the Associate in Applied Science (A.A.S.), or the Associate in Fine Art (A.F.A.). In these programs, coursework and degree requirements are designed in cooperation with industry partners, ensuring that students are equipped with the skills and knowledge employers need most. The most popular of these programs are Nursing, Law Enforcement, Business, Paralegal, Human Services, and Emergency Medical Services.

The College also offers baccalaureate completion on campus. Currently students can complete the Bachelor of Science in Nursing (B.S.N.) and take upper division courses in business and accounting from Metropolitan State University. In January, Metropolitan State University will begin offering courses for the completion of the Individualized Bachelor of Arts degree.

Inver Hills is also accredited to offer all of its degrees online. Online courses make up twenty-five percent of credits offered. In addition, a number of courses are offered in blended format.

Inver Hills Community College is unique among Minnesota campuses, serving as the location of two Centers of Excellence supported by grants from the Minnesota State College and University System.

The Access and Opportunity Center of Excellence offers programs and services designed to generate academic success for underrepresented middle, high school and college students. The Center's initiatives include five programs, ranging from one-day events with motivational speakers, active learning sessions and financial information for students and family members, to Summer Bridge programs that provide college courses at no cost to underrepresented students the summer before their first semester of college.

Inver Hills was also named a *Computer and Information Technology Center of Excellence* for its two-year Networking Technology and Security degree, offered since 2005. The comprehensive curriculum was developed through funding by the National Science Foundation. The college received a National Recognition Award as one of seven Cisco Network Security Training Sites in the world.

Accreditation

Inver Hills' leadership, faculty, and staff have a firm commitment to continual improvement of the institution. Since 2002, the College has participated in the Academic Quality Improvement Program (AQIP), an alternative accreditation method of the North Central Association's Higher Learning Commission that employs a quality improvement model. Rather than a traditional ten-year "look-back" accreditation process, the AQIP system provides for official accreditation through ongoing annual planning and review. As a result, processes and policies are studied continually, measured against stakeholder needs and the college's mission, and changed as needed. In October 2008, the college had its first site visit by an AQIP accreditation team. The reviewers noted Inver Hills could serve as "a model AQIP institution". For more information on AQIP, please visit <http://www.aqip.org/>.

In addition to its AQIP accreditation, Inver Hills holds program-specific accreditation by the American Bar Association, the National League for Nursing, and the Commission on Accreditation of Allied Health Education Programs.

Governance

IHCC has a strong labor tradition with sophisticated labor leadership, accustomed to coalitions with public officials and employers. The college operates under collective bargaining agreements with the campus's four unions (the Minnesota State College Faculty; the American Federation of State, County and Municipal Employees; the Minnesota Association of Professional Employees; and the Middle Management Association) that are negotiated statewide and administered locally. These agreements cover faculty and staff. The leadership of these organizations is vigorous and mission driven in bargaining for their members. Union and College leadership enjoy a positive working relationship where collaboration is omnipresent. Administrators and faculty work together under a collectively-bargained shared governance model, and administrators and AFCSME representatives hold regular labor management meetings.

The Foundation

The Inver Hills Community College Foundation has a strong record of building support for student scholarships and College programs. Despite its relatively short history, the Foundation's net assets are just over \$1 million, with \$385,000 in endowed scholarships. Over the last three years, the Inver Hills Community College Foundation has distributed over \$444,346 in scholarship funds to 555 students, with 220 students being awarded \$154,625 in scholarships in FY09. The Foundation has a very active and committed board of trustees and is staffed with two college employees.

Recent highlights include a gift of \$350,000 to build the Alexandra Klas Tower at the entrance of the newly remodeled Fine Arts building and the establishment of an Alumni Endowment fund, with 441 alumni donors in the last three years. The Foundation has also kicked off the "40 for 40 Legacy Campaign" to grow IHCC's scholarship endowment to \$1,000,000. The Katherine B. Andersen fund of The Saint Paul Foundation has committed to a \$125,000 matching grant to help the Foundation reach this goal.

Assisting the Foundation in its fundraising and outreach activities is the Inver Hills Alumni Association. The Association was formally organized in 2005 to help re-connect former students with the college, build opportunities for networking, and assist current students. It has raised over \$24,000 each of the last three years to grow the Alumni Association Scholarship Endowment fund and created the "Ask An Alum" program to assist current students with career networking and advice.

The Role of the President

The President reports to the Chancellor of the Minnesota State College and University System, who in turn reports to the Board of the Trustees. The President serves as the chief executive officer of IHCC and is responsible for the operation of the College within the policies and procedures adopted by the Board of Trustees. The President has full authority to administer and manage IHCC and also participates in policy and operational decisions at the Minnesota State Colleges and Universities System level. The President sits on the Leadership Council which consists of all thirty-two Presidents and the Chancellor's senior staff.

Reporting to the President are three Vice Presidents in the areas of Academic Affairs, Administrative Services, and Student Affairs and Enrollment Management, as well as the Executive Director of Foundation and Advancement, the Director of Academic Technology and Computing Services, and the Director of Human Resources. The President meets regularly with many groups, including the President's Advisory Council, Student Senate, college leadership, cabinet, labor management groups, and administrators. The President also meets regularly with the IHCC Foundation Board, community constituents and advisory groups.

In carrying out the duties of the Presidency, the successful candidate will face several key challenges and opportunities, which are detailed further in the next section of this document.

Key Challenges and Opportunities

Provide Educational and Institutional Leadership on Campus and off Campus

IHCC's students are hardworking and dedicated. The College's faculty and staff are strong, stable and genuinely committed to providing quality education and services to their students. As a leader of the administration, the President must recognize and encourage the accomplishments of students, faculty and staff, as well as maintain an organizational culture that embraces collaboration, trust, and respect by drawing upon the strong sense of institutional pride that already exists at IHCC. Essential to this effort is the empowerment of all College employees in their roles and the availability of professional development and growth. The successful President will foster a strong and positive working relationship with faculty and staff.

By virtue of the office, the President of IHCC will hold a position of public prominence. The President will be expected to use that opportunity to advance the reputation and programs of the College. The President must also build upon the work of past Presidents who have established Inver Hills' reputation as a progressive, educational powerhouse.

The President must be a strong, collaborative leader able to inspire others to work together. As the lead administrator, communicator and ambassador, the President unites staff, faculty, and students alike and reaches out to bind the College's mission and vision with the direct needs of the local community.

Provide Students with the Opportunity to Succeed

As an open-enrollment institution, IHCC offers educational opportunity and access to students who come to the College from a wide range of backgrounds and with varying levels of preparation. Through activities such as Learning Communities, Adult Success through Accelerated Programs, and the "Finish What You Start" initiative--which helps students by promoting college readiness, career development, and goal setting--Inver Hills is committed to providing its students with innovative tools to help them succeed.

Inver Hills also enhances access by meeting student time and location needs. The College offers accelerated courses as well as Saturday and evening scheduling. In addition, courses are offered off site at business locations, community centers, public schools, and a partnership site shared with Dakota County Technical College and Saint Mary's University.

The College's next President will be expected to work with faculty, staff, and administration to continue to provide a student-centered learning environment, integrating the areas of both Academic and Student Affairs. She/he should value the student development that occurs outside the classroom and should seek to further strengthen the availability of opportunities for student involvement in campus life, understanding that these experiences provide an invaluable supplement to in-class learning.

Strengthen Partnerships with Organizations Across the Community

IHCC maintains strong ties throughout the community. A Wilder Research study by economist Paul Anton indicated that Inver Hills adds \$95,244,208 a year to the local economy. This results in an estimated 1,254 jobs for the region. As a visionary leader for IHCC, the President will build and strengthen current relationships to improve the effectiveness of IHCC as a learning institution by promoting collaboration between the College and area businesses, government organizations, K-12 education, higher education institutions, community agencies, and other partners.

The President should strive to integrate IHCC's curriculum with the needs of the community at large and to develop mutually beneficial partnerships with the potential to yield scholarships, facility enhancements, and additional financial support for the College. IHCC must continue working with business partners to match learners with appropriate educational or work-experience opportunities. The College should also continue to strengthen partnerships that yield services valuable to students, such as remediation, job placement, financial assistance, and other identified student needs.

The President should promote IHCC as a vital community partner with a strong reputation throughout the Minneapolis/St. Paul area as a “go to” institution for college preparation, workforce training, and continuing education.

Generate and Steward Financial Resources

For the 2009 fiscal year, IHCC's total revenues were approximately \$40.3 million. State appropriations accounted for 33% of total revenues while the remaining revenues included 44% tuition/fees, 12% federal/state grants, and 11% in other revenue sources. Currently, a student taking 30 credits pays \$4,811 per year in tuition and fees. Tuition revenue remains at IHCC.

While IHCC is positioned to maintain its financial condition and level of excellence, there are challenges in maintaining financial health. Enrollment has markedly increased in past years, while increases to the College's budget have been modest. The President will be responsible for developing and stewarding IHCC's operating budget and for working to guarantee financial stability and academic excellence through careful setting of priorities. To successfully manage the College's finances, the President must work closely with the Chancellor and his staff and other constituency groups to ensure that the College is prepared for all future economic scenarios.

Working with the IHCC Foundation, the President will play a key role in helping the College raise money through philanthropic donations, as well as generate corporate sponsorship through partnerships with the area's businesses, industries, and public-sector enterprise. The President must work diligently with county officials, the state legislature, and Minnesota's congressional delegation to advocate for the College's and the Minnesota State Colleges and Universities system's economic needs.

Develop a Diverse Campus Community

The community IHCC serves has become increasingly diverse and the College serves students from a far greater range of socioeconomic and cultural backgrounds than ever before. Ideally, the ethnic and gender composition of IHCC should mirror that of the region.

IHCC has the potential to increase the diversity of students, faculty, and staff. By reaching out to underrepresented populations and providing support structures for active participation and integration, IHCC can be an ardent champion for diversity, a center for multicultural understanding, and an available resource for all willing students, regardless of their circumstances.

To meet this challenge, the President must inspire an organizational culture that recognizes diversity as an invaluable component of a modern college in a global community. The President will be called upon not only to increase levels of ethnic and socioeconomic diversity across the entire IHCC campus, but also to improve the quality of the educational experience provided for underrepresented community members. The President should expand policies and practices that promote a culturally appropriate environment for a diverse student body.

Qualifications and Characteristics

The successful candidate will also possess many if not all of the qualifications and characteristics listed below:

- Demonstrated experience in administrative leadership positions requiring strategic planning and budgeting, preferably at a comprehensive two-year institution of higher education.
- Demonstrated commitment to the value of a comprehensive community college, and the ability to work with all members of the College community to promote the development of students both inside and outside the classroom -- a "students first" philosophy.
- Demonstrated capacity to provide visionary leadership that inspires students, faculty, and staff around a clear sense of purpose.
- A reputation as an open, accessible, respected and respectful leader.

- Ability to successfully cope with fiscal limitations in a time of enrollment growth.
- A history of working collaboratively with elected and appointed public officials in a wide variety of public bodies.
- A track record of success in development and fundraising, including work with grants, foundations, private funding sources, and strategic partners.
- An understanding of and commitment to continuous quality improvement, particularly as it relates to the Academic Quality Improvement Program (AQIP).
- Appreciation for professional development for faculty and staff.
- Support for the appropriate use of technology in helping faculty teach and helping students learn.
- Ability to utilize data-driven decision-making techniques.
- Experience establishing strong community relationships and developing strategic partnerships with a broad range of organizations.
- Demonstrated commitment to enhancing diversity efforts.
- A history of advocacy on behalf of public education.
- A proven track record in collaborative student and employee relations.
- Experience working in a union and shared governance environment.
- Integrity, honesty, humility, boldness, and candor.
- Ability to advocate for, relate to, and interact with students.
- Proficiency in written and oral communications, including public speaking.
- Experience in partnering with K-12 systems and baccalaureate institutions.
- An earned doctorate from an accredited institution is preferred, but not required.

To Apply

For more information about this position, please contact:

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Electronic submission of candidate materials is strongly encouraged.

The Minnesota State Colleges and Universities are Equal Opportunity employers and educators.

For more information about Inver Hills Community College, please visit <http://inverhills.edu>.
For more information about Isaacson, Miller, please visit <http://imsearch.com>.