



Fond du Lac Tribal and Community College

Presidential Search Profile



MINNESOTA STATE

*Fond du Lac Tribal & Community College,
A member of Minnesota State*

Opportunity Overview

Fond du Lac Tribal and Community College invites nominations and applications for the position of President.

Fond du Lac Tribal and Community College is unique in its organizational structure. It is a joint endeavor of both the Fond du Lac Tribal Board of Directors and Minnesota State. This dual identity, though complex, provides innate strengths. It provides the local community and region an asset for workforce and economic development, and as a tribal college, it aspires to be the preferred destination for native students with an institutional identity that has academic programs focused on native history, culture, and issues.

Fond du Lac Tribal and Community College seeks a president who will honor the history of the tribal and community college while focusing on growing and advancing the mission of the college. The president is appointed by the Minnesota State Board of Trustees, reports to the Chancellor and has a strong partnership with the Fond du Lac Tribal College Board.

Serving the community and its students since 1987, Fond du Lac Tribal and Community College is accredited by the Higher Learning Commission. The college is a member of the American Indian Higher Education Consortium (AIHEC) and the World Indigenous Higher Education Consortium (WINHEC). Situated approximately 20 miles south of Duluth and less than two hours north of the Twin Cities, the college serves a wide and diverse student body. It provides programs that fulfill the college's commitment to Indigenous communities, their land grant status, and the union of cultures. Fond du Lac Tribal and Community College is the only two-year college in Minnesota authorized to offer baccalaureate degrees.

MISSION AND CORE VALUES

The president will fully embrace the mission and core values of the college and will demonstrate in their daily work a spirit of community and a sense of purpose. Fond du Lac Tribal and Community College is the only college in the country that is both a tribal college and a community college. The president will be a steward of the college's historical tribal mission and an advocate for the community college mission that ultimately enhances its Indigenous mission to serve its students and its community.

COMMUNICATOR AND COLLABORATOR

The president will lead with an open communication style that invites engagement, creativity, and innovation. With signature programs in healthcare, law enforcement, education, and environmental science, the college is poised to expand programs through building technology infrastructure for greater reach and to better serve students. The president will lead with an open communication style that invites engagement, dialogue, creativity, and innovation.

LEADER FOR INDIGENOUS EDUCATION

As a member of Minnesota State, the college president will be a leader and a partner for all Minnesota State colleges and universities to advance the collective mission to expand educational opportunities for all Indigenous students across the state and to expand the educational experiences relating to native issues for all students.

College Overview

A Union of Cultures

Through a close Tribal and State partnership, Fond du Lac Tribal and Community College has a unique mission in providing education to the public. This unique collaboration offers all students, regardless of demographic background, the opportunity to learn in a comfortable and diverse environment.

Mission

The mission of Fond du Lac Tribal and Community College is to provide higher education opportunities for its communities in a welcoming, culturally diverse environment.

To achieve this mission, we will:

- Promote scholarship and academic excellence through transfer and career education, and provide access to higher education by offering developmental education.
- Respectfully promote the language, culture, and history of the Anishinaabeg.
- Provide programs which will celebrate the cultural diversity of our community and promote global understanding.
- Promote a sense of personal respect and wellness.
- Provide technological opportunities and experiences, preparing students for the future.
- Provide programs and baccalaureate degrees that fulfill our commitment to American Indian communities, our land grant status, and the union of cultures.

Vision

Fond du Lac Tribal and Community College offers a postsecondary education to honor the past, for those living in the present and dreaming the future, through a spirit of respect, cooperation, and unity.

Core Values

Respect

Manaaji'idiwin

Integrity

Gwayakwaadiziwin

Stewardship

Ganawenjigewin

Innovation

Maamamiikaajinendamowin

Compassion

Zhawenjigewin

History

Years before Fond du Lac Tribal and Community College became a reality, the Fond du Lac Band of Lake Superior Chippewa had discussions of creating a college for their community.

Fond du Lac Tribal and Community College (FDLTCC) is a unique institution, created by the Minnesota Legislature in 1987 and chartered as a tribal college by the Fond du Lac Band that same year. Its commitment to meeting the educational needs of a diverse population is reflected in its mission statement.

The tribal community college idea gained momentum in the early 1980s as the Reservation Business Committee documented a need for higher educational opportunities among the residents of both Carlton and St. Louis counties in Minnesota.

In 1985, the Fond du Lac Band invited Mesabi Community College to hold college classes in the Ojibwe School on the Fond du Lac Reservation. The following year, the Minnesota Legislature funded a feasibility study for a community college to serve the Fond du Lac Reservation, Cloquet and area communities.

FDLTCC opened its doors in the Fall Quarter of 1987, eight years after the Fond du Lac Reservation Business Committee first voiced the need for a community college as part of a comprehensive educational plan for the reservation.

In 1989, FDLTCC became a voting member of the American Indian Higher Education Consortium (AIHEC).

Architectural plans completed in 1990 called for a campus built in phases. Construction of the first phase began in July 1991. Plans included classrooms, library, computer labs, student services, faculty, and administrative offices. The new campus, able to accommodate the equivalent of 500 full-time students, opened its doors Fall Quarter 1992. Additional phases added a housing facility in 1999, expanded classroom space in 2003, the Lester Jack Briggs Cultural Center and expansion of the Ruth A. Myers library in 2007. Most recently, an outdoor classroom space was added in 2022.

In 1994, the federal Bureau of Indian Affairs reconfirmed Fond du Lac Tribal and Community College as a tribal college under the Tribal Community College Act. Congress passed legislation giving Fond du Lac Tribal and Community College status as a Land Grant Institution, and the Minnesota Legislature approved FDLTCC as a full college by state standards with co-governance language between the state and the Fond du Lac Band of Lake Superior Chippewa (Minnesota Statute 136F.10). Additionally, legislators wrote into state statute the college's unique mission to serve lower-division students in the immediate area, with a specific focus on serving American Indian students throughout the state, especially in Northern Minnesota (Minnesota Statute 136F.12). The Minnesota Higher Education Board confirmed Fond du Lac Tribal and Community College as a full community college, according to state system standards for funding.

In 2003, FDLTCC gained approval from the Minnesota Legislature and the Minnesota State Colleges and Universities Board of Trustees to develop and offer a baccalaureate degree program in Elementary Education. The college celebrated the program's first cohort in Spring 2023. Currently, Fond du Lac Tribal and Community College is the only two-year college in Minnesota that offers a four-year bachelor's degree.

In 2018, Fond du Lac Tribal and Community College received accreditation of its Anishinaabeg Gikendaasowinan (the Peoples way of knowing) programs through the World Indigenous Nations Higher Education Consortium (WINHEC).

After 20 years of planning and collaborative effort, FDLTCC launched a Bachelor of Science Degree in Elementary Education in 2022. The first cohort of future teachers taking their first classes in January 2023.

The college is governed by the Minnesota State Board of Trustees. Its governance is accomplished in conjunction with the Fond du Lac Tribal College Board of Directors. Both recognize and respect the importance of the college and the education and opportunities it provides.

Anishinaabeg Gikendaasowinan

The Anishinaabeg Gikendaasowinan (the Peoples way of knowing) programs at FDLTCC are accredited through the World Indigenous Nations Higher Education Consortium (WINHEC). Recognized as an international accrediting authority, WINHEC strengthens and validates indigenous higher education institutions and programs by promoting and acknowledging indigenous epistemology and pedagogy.



Anishinaabeg Gikendaasowinan includes all programs of indigenous study at FDLTCC

Academic Programming:

- Dibaajimowinan (Telling our story): American Indian Studies Program
- Niindaa i'weda o'o gikendaasowin (Lets send this knowledge forward): Elementary Teacher Education Program
- Miskwaadesi (Painted turtle): Early Childhood Development Program
- Associates of Fine Arts in Ojibwe Traditional Arts (currently in development)

Ojibwe Language Programs:

- Ojibwemotaadidaa Omaa Gidakiiminaang (Ojibwe Language Immersion Program)
- Ojibwe Language Certificate
- Ojibwemowining (Ojibwe Language Resource Center)

Extension Programming:

- Preservation of Traditional Arts
- Ashi-Niswi Giizisooq (13 Moons Program)
- Environmental Institute

Gidizhitwaawinaanin (Our Cultural Standards)

Goal 1

GIKENDAASOWIN
Knowing knowledge

Goal 2

GWAYAKWAADIZIWIN
Living a balanced way

Goal 3

ZOONGIDE'EWIN
Strong hearted

Goal 4

AANGWAAMIZIWIN
Diligence and caution

Goal 5

DEBWEWIN
Honesty and integrity

Goal 6

ZAAGI' IDIWIN
Loving and caring

Goal 7

ZHAWENINDIWIN
Compassion

Community

The beautiful FDLTCC campus sits on top of a bluff in Cloquet, MN, at the north tip of Carlton County and is roughly 21 miles from Duluth, MN. The main building sits in the middle of a 38-acre former tree farm of majestic red pines. The Fond du Lac Reservation Business Committee offices are approximately five miles away from the college.



Fond du Lac Band of Lake Superior Chippewa

Nagaajiwanaang, “Where the Water Stops,” is the name of the homelands of the Fond du Lac Band at the time of the 1854 Treaty. This name was retained in Ojibwemowin for the present-day Fond du Lac Reservation that was established under the 1854 La Pointe Treaty. Nagaajiwanaang (Fond du Lac Band) is one of the six Bands of the Minnesota Chippewa Tribe. There are three districts that make up the Fond du Lac Reservation: Bapashkominigong (Cloquet), Gwaaba’iganing (Sawyer), and Ashkibwaakaaning (Brookston). Today, the Band includes over 4,200 members. The Fond du Lac Band has always been, and continues to be, a proud sovereign Ojibwe nation. To learn more about the Fond du Lac Band of Lake Superior Chippewa, visit fdlrez.com.

Cloquet

Cloquet, a city of 12,868 residents is proud of its excellent school district and diverse business community, which employs many people and provides goods and services to local, regional, national, and international markets. The city is home to a number of major employers including, Sappi Fine Paper, USG, and Upper Lakes Foods. Among the many things local businesses value about the community are the people of Cloquet, people whose small-town values include a strong work ethic, a belief in education, and a faith in the future of their community. To learn more about Cloquet, visit cloqueteda.com/community-profile/about-cloquet.

**Carlton County
Population:
36,409
(2021)**

**St. Louis County
Population:
199,182
(2021)**

**Cloquet
Population:
12,868
(2021)**

According to Lumina’s A Strong Nation report, the attainment rates Carlton County and St. Louis County, are 39.4% and 46.3% respectively. Overall, Minnesota has an attainment rate of 59.0%.

Campus

The four colors of the Fond du Lac Reservation are red, black, white, and yellow. These colors are used on the four exterior metal walls of the main building and are also representative of the four directions: north, south, east, and west. The theme of diversity is represented in the many different construction materials visible throughout the academic building, and in the varying sizes and shapes of the windows in the building.



From above, the Thunderbird dominates the shape of the building. Extensive use of large windows provides earth and sky views of the outdoor environment and represent the importance of having a vision for the future. The building design combines straight lines and circular elements to depict the college's role of bringing people from different backgrounds together in a safe, respectful place for everyone.

The circular amphitheater is topped with a blue dome to represent the sky. Large floor-to-ceiling windows separate the two halves, indoors and outdoors, of the amphitheater circle. Floor tiles and carpeting in the amphitheater area are green and brown to represent the earth.



Financials

Expenditures (FY22)



Revenue (FY22)



FY22 Base Yearly Tuition and Fees

Fees - \$19.35/credit,
\$585.50/yr 30 credits

Tuition - \$174.48/credit,
\$5,234.40/yr 30 credits

Students

The faculty and staff at FDLTCC have one thing in mind — **The student.**



Whether it's putting in extra time with students on a one-on-one basis or developing new ways of thinking to help students apply their knowledge to the real world, Fond du Lac Tribal and Community College's goal is to help students focus on their education and achieve their goals.



*In 2021, Fond du Lac Tribal and Community College was the first tribal college in the nation to be designated as a Leader College by **Achieving the Dream (ATD)**. The Leader College designation among ATD Network colleges indicates that every person affiliated with an institution is committed to ensuring student success for all of its students.*

FY23 Enrollment

On Campus Enrollment
858

Total Enrollment
(including College in the Schools)
2,029

Undergraduate Enrollment Details

- Students living on campus – 86
- Enrollment Status
- 51% Part Time
- 49% Full Time

Gender

- 64% Female
- 34% Male
- 2% Other/Unspecified

- **Average Age – 27**
- **Student to teacher ratio – 13 to 1**
- **Tribes represented – 27**
- **Native American Students – 26%**
- **77% students from underrepresented groups (FY2022 data)**
- **37% Students of color**
- **26% Employees of color**

Financial Aid

- Federal Financial Aid awarded \$1,470,932
- State financial aid awarded \$1,801,026
- Loans borrowed in federal direct program \$1,767,899.00
- Scholarships awarded (institutional and external) \$423,683.31

**Students receiving financial aid/loans
80–85% (depending on the term)**

Academics

FDLTCC offers two-year associate degrees and short-term certificates across a wide range of program areas and a Bachelor of Science degree in Elementary Education.



Degree Programs

- American Indian Studies
- Art
- Business
- Child Development
- Electric Utility Technology
- Elementary Education
- Environmental Science
- Geographic Information Systems
- Health Sciences Broad Field
- Human Services
- Law Enforcement
- Liberal Arts and Sciences
- Multimedia Production
- Nursing

Certificates & Diplomas

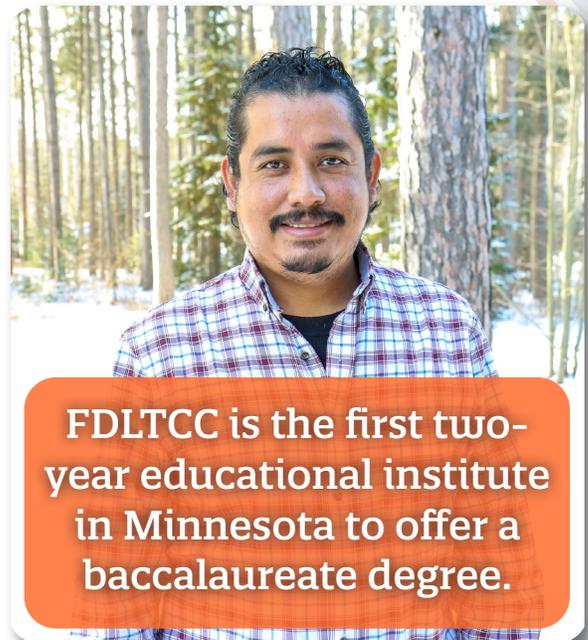
- Anishinaabe Language
- Chemical Dependency Counselor
- Child Development
- Clean Energy Technology
- Geographic Information Systems
- Environmental Sustainability
- Law Enforcement Skills Training Diploma
- Multimedia Production
- Nursing Assistant
- Small Business / Entrepreneurship

Statistics

- 3-year Graduation Rate – 34%
- 80% of graduates of occupational based programs are in jobs related to their field of study (Class of 2020-2021)
- 33% of graduates continued their education after FDLTCC (Class of 2020-2021)

Largest Academic Programs by Primary Major (FY2023)

- Liberal Arts and Sciences, AA
- Registered Nursing, AS
- Human Services, AAS
- Law Enforcement, AS
- Chemical Dependency, CERT



FDLTCC is the first two-year educational institute in Minnesota to offer a baccalaureate degree.

Student Life



Clubs & Student Organizations

- American Indian Business Leaders
- Anishinaabe Culture Club
- Badminton Club
- Creative Writing Club
- Disc Golf Club
- Geographic Information Systems Users' Club
- Human Services Club
- Journalism Club
- Law Enforcement Club
- Nursing Club
- Phi Theta Kappa
- Student Ambassadors
- Thunder Rocketry Club
- Pride Club
- Veterans Club

Student Government

- Anishinaabe Student Council
- Student Senate
- Student Life Committee



The Thunderbird Review is an inclusive journal published by the Creative Writing Club each year. The publication features art and writing contributed by community members that speaks to the human condition and fulfills FDLTCC's goals to create a union of cultures.

Outreach



The Environmental Institute at Fond du Lac Tribal and Community College is determined to be a catalyst for positive change in our community.



FDLTCC uses the Environmental Institute in environmental resource areas to follow all points of the college's mission and coordinate ongoing education, research, outreach, and other activities. This emphasis allows Fond du Lac Tribal and Community College to fulfill its status as a United States Land Grant Institution by "being a people's college and solving problems which benefit people."



Thirteen Moons Tribal Extension Program, Ashi-Niswi Giizisooog

By coordinating regular workshops on traditional resource ecology and leadership development, Thirteen Moons shares Ojibwe culture with others and fosters resiliency within the Fond du Lac community and beyond.

Agriculture, Bimaaji'idiwin Gitigaan

Bimaaji'idiwin can be understood as 'saving each other's lives' or 'symbiosis', in Ojibwemowin; reflecting the reciprocal relationship between Anishinaabe and cultivated plants.

Serving Our Youth, Gidakiimanaaniwigamig

Programming is centered around the concept of harvest, incorporating cultural values and traditions, food sovereignty, and seasonal activities with an emphasis on empowering youth resiliency and teen leadership through three themes: food sovereignty, passing of knowledge, leadership through connection with culture.

Research

Increasing community research and building pathways for FDLTCC students.

Sustainability

Focused not just on sustainability as practice but also on the traditional methods and perspectives that are important to our community.

Workforce Development



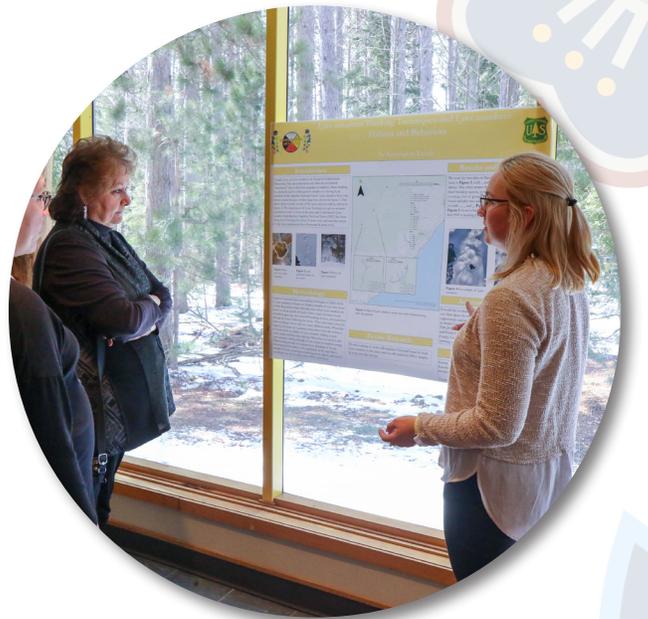
FDLTCC provides Workforce Development and Continuing Education with organizations, businesses, and individuals in mind.

The mission of the Workforce Development Department at FDLTCC is to provide learning opportunities that enhance professional and personal development in a culturally reflective way. To do this the program identifies individual, industry, and business needs; find subject matter experts, organize resources and creates appropriate educational and cultural programs.

FDLTCC offers high-quality training on topics that benefit the diverse needs of businesses and individuals in the local community and beyond.

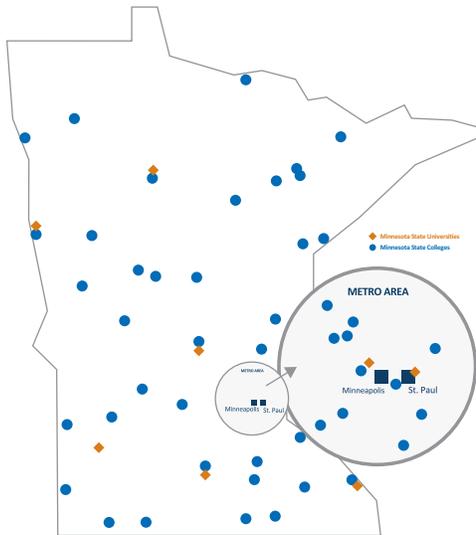
Example Offerings

- Healthcare
- Technical Training
- Diversity Training
- Customer Service
- Industry Quality and Trades
- Computer Software Applications
- Management/Supervisory Skills
- Environmental Health and Safety
- Weatherization Assistance Programs





At Minnesota State we provide the opportunity for all Minnesotans to create a better future for themselves, for their families, and for their communities.



With 26 community and technical colleges and seven state universities on 54 campuses, Minnesota State serves nearly two-thirds of the entire state's undergraduate student population, and we serve more Black and Indigenous students, and students of color than all higher education providers in the state, combined.

We are committed to equitable outcomes for all our students, and in 2019 committed to eliminating educational equity gaps at every Minnesota State college and university by the year 2030. Achieving this goal, called Equity 2030, is a moral imperative, and an economic imperative for our state as our population continues to grow more diverse, and will ensure Minnesota has the workforce it needs for generations to come. We are working toward meeting our Equity 2030 goal through hard work, robust data analysis, targeted programs to improve outcomes, and partnerships with community organizations, employers, and the state legislature.

Minnesota State employs more than 14,400 people, most of whom are represented by one of 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

Governance

The 15-member Board of Trustees of the Minnesota State Colleges and Universities 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](https://www.mnstate.edu/board).

Chancellor

Under the direction of the Board of Trustees, the chancellor is the executive officer of Minnesota State and is responsible for providing educational leadership to the 33 colleges and universities of Minnesota State, ensuring effective and efficient management and operation so that Minnesota State can meet the current and long-term educational and workforce development needs of all Minnesotans. Learn more on the Chancellor's Office page at [MinnState.edu/system/chancellor](https://www.mnstate.edu/system/chancellor).

About Minnesota State cont.

Stats and Facts

Minnesota State is the third largest system of state colleges and universities in the United States and the largest in the state with 26 colleges, 7 universities, and 54 campuses

We serve 300,000 students each year, with more Black and Indigenous students, as well as students of color, attending our colleges and universities than all other higher education providers in Minnesota combined

We offer the lowest tuition in Minnesota, with 62% of our college students and 65% of our university students who receive financial aid

We employ more than 14,400 dedicated faculty and staff focused on student success

We provide 4,023 academic programs, including 893 fully online programs

We have more than 9,950 customized and specialized training, occupational, and professional classes

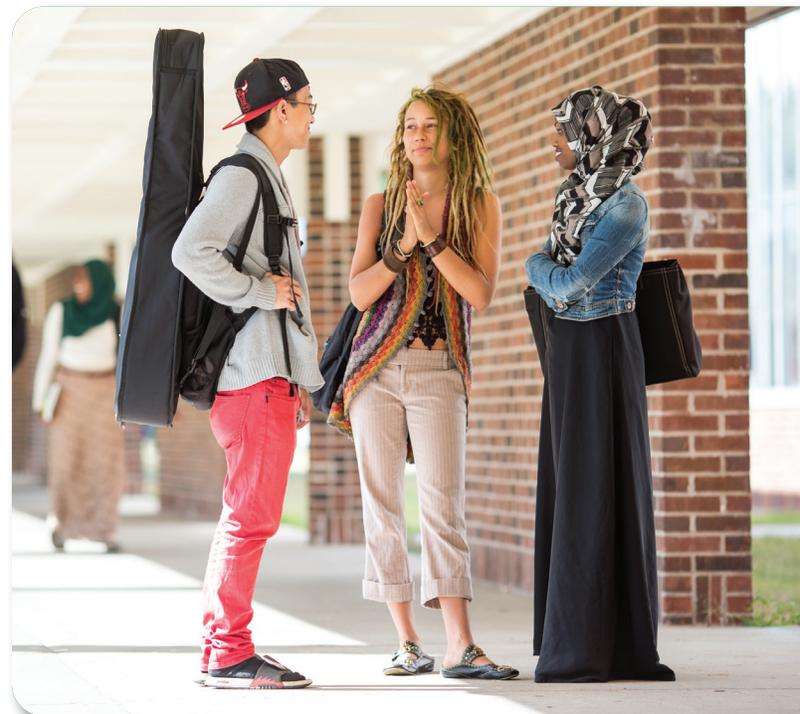
We award more than 36,000+ degrees, certificates, and diplomas annually

63% of Minnesota resident students who are pursuing an undergraduate credential are doing so at a Minnesota State college or university

84.5% of Minnesota State students place jobs in a related field of study

We have 7,000+ employer partnerships across Minnesota State colleges and universities

Minnesota State contributes over \$8.0 billion to the state's economy



About Minnesota State cont.

Minnesota State 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

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 to reach.

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

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

The Minnesota State Equity 2030 goal is working towards a day when all Minnesotans can see a bright future and a path to the middle class by participating in our diverse economy, ultimately sustaining the prosperity of Minnesota. 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**

For more information about Equity 2030, visit MinnState.edu/Equity2030.

Application Process

Presidential Search Qualifications and Characteristics

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

- Proven experience engaging, supporting, and promoting tribal colleges, Native students, and Native education.
- An evidence-based record of actions and initiatives that focus on the success and well-being of all students.
- Evidence of leadership that has provided vision and strategic direction for the candidate's college, and community, and will contribute to the enhancement of the Minnesota State system.
- The candidate should provide evidence of leading with integrity and respect. Leadership that is authentic, collaborative, and transparent.
- An evidence-based commitment to diversity, equity, and inclusion through intentional partnerships that demonstrate measurable institutional (campus) and community impact.
- Evidence of building public/private partnerships between education, business, industry, tribal and community leaders.
- Evidence of being a visible, engaged, and accessible presence on campus.
- Demonstrated commitment to engaging faculty and staff to provide opportunities for growth and professional development.
- Has a commitment to and experience building collaborations with K-12 systems and baccalaureate institutions, understands pathway and transfer programs, and is committed to aligning programs and credits to increase student associate and baccalaureate degree and certificate success.
- Evidence of the ability to create an environment and organizational culture that fosters innovation and utilizes shared governance and labor relationships to establish broad involvement in designing and implementing strategies that improve student success and organizational performance.
- Evidence that the candidate can make tough decisions that are in the best interests of the students, the organization, and the community.
- Evidence that the candidate has experience in fiscal management, resource development, organizing complex strategies to achieve desired outcomes, and nurturing leadership at all organizational levels to build successful teams.
- Evidence of progressively responsible experience in higher education administration or other extraordinary leadership experience at a complex organization.
- An earned doctorate degree from a regionally accredited institution is preferred, but not required.

How to Apply

ACCT Search is assisting Fond du Lac Tribal and Community College in this search. To ensure full consideration, application materials should be received no later than **April 7, 2023**. The position will remain open until filled. The search will be conducted with a commitment of confidentiality for candidates until finalists are selected.

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 Fond du Lac Tribal and Community College.
2. A current résumé 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 please contact:

Cindy Lopez
Search Consultant
cindylopez000@gmail.com
405-255-2566

or

Julie Golder, J.D.
Vice President of Search Services
jgolder@acct.org
202-384-5816 (mobile)
202-775-4466 (office)

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