



## **New Search & Updated Presidential Profile**

**The Board of Regents of Keweenaw Bay Ojibwa Community College invites nominations and applications for the position of President.**

### **About Keweenaw Bay Ojibwa Community College**

Keweenaw Bay Ojibwa Community College (KBOCC) is celebrating its 50<sup>th</sup> anniversary this year. The College was chartered in 1975 by the Tribal Council through Ordinance No. 75-1 in 1975 as an independent non-profit educational corporation. This allowed KBOCC to establish and operate institutions granting post-secondary degrees and certificates, and to coordinate and regulate higher education on the L'Anse reservation. The College was developed upon the principle that American Indian students deserve an educational system that is responsive to their needs and concerns. Its basic purpose is to provide an educational program in which students experience success and enhance their self-image, dignity, and independence while preparing for their chosen career paths.

In December 2010, the Department of Education approved KBOCC to receive funds under Title IV for federal student aid. In addition, the Bureau of Indian Education approved the institution to receive funding under the Tribally Controlled Community College Assistance Act. KBOCC was granted full accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools in 2013. The revised business program was approved by the Commission on October 27, 2014, and the new Anishinaabe studies program was approved on October 26, 2015. The College joined the Michigan Association of Collegiate Registrars and Admissions Officers in 2013 and became a signatory to the Michigan Transfer Agreement in 2014. The Agricultural Act of 2014 (Public Law 113-79—FEB. 7, 2014, Sec. 7402 Equity in Educational Land-Grant Status Act of 1994) gave KBOCC status as a 1994 land grant institution.

As a tribal land grant institution, KBOCC supports and uplifts all learners to achieve their goals through holistic education, while promoting Anishinaabe culture, language, and lifeways. KBOCC aspires to be an intergenerational center of educational excellence and innovation grounded in Anishinaabe values for community advancement and well-being. Programs are offered that prepare students to become gainfully employed, encourage them to pursue advanced degrees, and enable them to meet their personal aspirations.

Students can find offerings for associate degrees, personal and professional enrichment, and lifelong learning. Currently KBOCC offers associate degree programs in Anishinaabe Studies, Anishinaabe Art, Business Administration, Early Childhood Education, Environmental Science, Environmental Science Sustainability Emphasis, General Studies, Health Science, Nursing and Psychology. Vocational education programs are also offered in a variety of fields through community enrichment programs including several CTE programs and two Early Middle College programs. KBOCC also operates a preschool, an early learning

childcare facility and a cafeteria. It maintains small class sizes with a 7:1 student-to-faculty ratio. Transfer credit agreements exist between KBOCC and Michigan Technological University and Northern Michigan University, and the college participates in the Michigan Transfer Agreement, a statewide agreement that allows students to transfer general education credits from community colleges to participating four-year colleges and universities in Michigan. The College is a member of the American Indian Higher Education Consortium (AIHEC). Through AIHEC, the College is able to provide students with increased educational opportunities including scholarships from the American Indian College Fund.

KBOCC's campus is in L'Anse, Michigan, the heart of Baraga County in Michigan's Upper Peninsula. Nestled on the shore of Lake Superior, and home to Mt. Arvon—Michigan's highest point—L'Anse offers forested hills, cool streams, historical towns, and sites.

## Role of the President

The President has strategic and day-to-day operational responsibility for the College and is the face and the voice of KBOCC. The next President of KBOCC will be an inspirational, transparent, and visionary leader who is committed to building a shared vision, trust and addressing the following **opportunities and challenges**:

### Strategic Direction and College Growth

- **Develop vision and strategy**, with college and community input and a student-centered focus, to grow and guide the college into the future.
- **Expand program and course offerings**, including online courses in alignment with tribal, community, regional and national workforce demands, well-paying job opportunities and tribal culture and language preservation goals.
- **Continue to grow new nursing program** to serve community needs.
- **Increase student access to and use of data and technology**, including AI, to prepare students for well-paying jobs.
- **Address infrastructure and service needs**, such as housing, transportation, mental health support etc., to support student enrollment and retention.
- **Address college space needs** for current and future programs.

### Resource Development

- **Institutional Financial Support**: Increase alternative sources of funding through strategic partnerships, community outreach, grant sourcing, private funding, and innovative fundraising initiatives.
- **Government Relationships**: Navigate tribal, state, and federal funding policy changes. Advocate for increased and sustained funding from local, state, and federal entities.
- **College Advocacy**: Advocate for the college to strengthen federal-tribal relationship, state-tribal relationship, philanthropy-tribal relationship, and overall financial sustainability.

### Academic Excellence and Enrollment

- **Accreditation**: Successfully lead the college through its 2026 accreditation visit and assure continuous quality review of all college programs and processes to assure excellent accreditation standing in the future.

- **Strengthen enrollment and retention:** Partner with committed faculty and staff to prioritize student enrollment and retention, especially of male students. Think creatively about enrollment given declining service area population.
- **Assure academic rigor:** Assure academic rigor with continuous evaluation and conduct periodic evaluation of student program enrollment, retention, and resources to meet cultural goals and workforce needs and to right size programs.
- **Continue to build data capacity:** Continue to collect and use data in ways that support student enrollment and retention goals. Set and work toward data sovereignty goals.

### Community Engagement and Outreach

- **Continue to integrate KBOCC into the life of its communities.** Enhance college image and reputation, positioning it as a valuable resource for cultural and language preservation, education, community, and economic development.
- **Leverage the special anniversary year** to promote the college, and to educate others in the state and region. Highlight affordability and programs compared to others in the community/region to support recruitment. Showcase new nursing program and develop community partnerships.
- **Reinforce public understanding of the value of higher education** and raise awareness of college's culture-based education.
- **Build partnerships** with the tribe, industry and employers, K-12, and higher education institutions.
- **Develop internships** within the various departments of the Keweenaw Bay Indian Community.

### Cultural Preservation and Human Resource Development

- **Prioritize cultural revitalization.** Engage cultural/Indigenous knowledge holders and leverage their knowledge and skills to address continued loss of culture. Value and appreciate the unique nature and culture of the surrounding communities, actively engaging with and supporting the local communities.
- **Honor and build relationships.** Honor relationships and partnerships with Elders and Keweenaw Bay Indian Community and advocate for tribal higher education. Build new region-wide relationships for the college.
- **Attract and retain qualified faculty and staff.** Recruit, retain, and develop talented employees, including Native American Faculty and Staff. Integrate Indigenous knowledge into faculty development and curriculum. Actively encourage and promote employee engagement in community activities and organizations.

## Ideal Characteristics

### Visionary Leadership

- Experienced, respected and student-focused leader, able to develop and engage others in executing a vision. Inspires the community to work toward a shared future of educational empowerment, cultural preservation, and economic sustainability.
- Listener, learner, and systems thinker who can create and evaluate systems that support the various areas of the college. Strong leader of teams and initiatives and encourages innovation.

- Uplifts the college’s mission and fosters high morale and a deep sense of collective purpose and commitment.

### **Integrity, Communication, and Engagement**

- Upholds the highest standards of integrity, transparency, and accountability.
- Possesses strong communication skills. Engages in open communication with faculty and staff and fosters a positive and inclusive work environment within the college. Communicates consistently with college staff, Board of Regents, and students and is accessible. Approachable and engaged at all levels within the college and within the community.
- Leads in a way that is consistent with established policy and procedures and provides clear and consistent reports to the Board of Regents. Experienced in creating connections and partnerships in the surrounding community and beyond. Facilitates ease of K-12 and transfer pathways for students.

### **Inclusive Governance and Human Resource Development**

- Experienced with employee development and conflict management. Creates supportive environment. Empathetic to the needs of students, faculty, and staff. Engages the college community in decision-making and gathers feedback from them.

### **Understanding of Tribal Colleges and Anishinaabe Culture**

- Knowledge of or willingness to learn about the Anishinaabe culture. Upholds Anishinaabe values. Assures the culture of the college reflects these values and continues to help transform the college into a center for culturally informed education by supporting cultural integration in classes and the workplace.
- Understands tribal sovereignty, the impacts of colonization, and the challenges many of its students face in accessing and pursuing a college education, as well as the value of attending tribal college brings to its students. Protects and promotes culture and nature in the college’s surrounding area.
- Knowledgeable of TCU needs and trends.

### **Financial Acumen**

- Strong understanding of budgeting, federal funding, and fundraising. Stays current on federal funding available to TCUs and advocates for college support at the community, state and at the national level.
- Provides leadership in obtaining grants.

### **Mission-Driven Advocate**

- Demonstrate a deep passion for the tribal college mission, advocating for learner-centered initiatives and addressing the unique challenges faced by disadvantaged populations throughout the service area.
- Makes a long-term commitment to the college.

### **Minimum Qualifications**

- Master’s degree
- Significant senior level administrative experience in higher education
- Passion for Native American culture preservation
- Experience with higher education strategic planning

- Successfully managed a large and complex budget

## Preferred Qualifications

- An earned a doctorate from a regionally accredited institution
- Experience at a TCU and/or community college
- Understanding of Anishinaabe culture and values
- Higher education teaching experience at a community college
- Experience working with federal, state, and private organizations and foundations
- Preference is given to qualified individuals of American Indian descent.

Indian Preference Law Provisions in the Federal Civil Rights Act of 1964 allow private and governmental employers on or near federal trust Indian Reservations to publicly announce and practice a policy of giving preferential treatment to qualified American Indian candidates who present proof of eligibility for Indian Preference. The Indian Preference Law is reasonably and rationally designed to further Indian self-government. The Indian Preference Law is a distinct statute that does not violate Title VII of the Civil Rights Act of 1964, as amended. The United States Supreme Court has held that the Indian Preference Law does not constitute harmful racial discrimination or violate the due process clause of the Fifth Amendment.

Legal references: 1. I.S.D.A. [25 U.S.C. 450e (b)(1), 41 C.F.R. 14-78,5002,] Section 7(b)(1) 2. Civil Rights Act of 1965, as amended [42 U.S.C. 2006e-2(1)] Section 703(i) 3. Executive Order 11246 4. A.R.S. 15-502, 15-504, 41-1463

The College will make every effort to recruit and hire the most qualified individuals available for all positions according to the Tribal Employment Rights Ordinance. The following is the preference the College will use when selecting from a qualified pool of candidates for each vacant position depending upon the funding source. 1. Qualified KBIC members. 2. Qualified other KBIC descendants. 3. Qualified other federally recognized tribal enrollees. 4. Qualified spouses of KBIC members. 5. Qualified other applicants.

## How To Apply

This is a confidential search process. To ensure full consideration, application materials should be received no later than **August 5, 2025**. The position will remain open until filled.

To apply go to <http://www.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 Keweenaw Bay Ojibwa 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 please contact: Cindy Lopez, Director of Search Services and Tribal College Initiatives, ACCT, [clopez@acct.org](mailto:clopez@acct.org), or (405) 255-2566

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