THE SEARCH

The University of Minnesota (UMN) seeks an accomplished and engaging leader to serve as the next dean of the Hubert H. Humphrey School of Public Affairs. The dean will take the helm of a renowned graduate school that has enjoyed a decade of positive growth and has been on the ascendancy in national rankings. The School is currently ranked ninth among hundreds of public affairs programs in the country and features six ranked specialty programs, reflecting the stellar reputation of its faculty and graduates and its robust and relevant engagement in public policy debates locally, nationally, and globally. With an impressive faculty dedicated to excellence in research, teaching, and public engagement, the School is a vibrant institution focused on providing relevant evidence to find transpartisan solutions to important public issues and on developing leadership for the public, nonprofit, and private sectors.

The School is part of one of the world’s best public research universities and is in the heart of Minneapolis-St. Paul, a diverse and thriving metropolitan region with strong institutions and civic traditions. Among graduate schools of public affairs, the Humphrey School has established powerful connections with leaders in its host community and state, as well as across the country and the globe. The School has a thoughtful and robust equity and inclusion plan and more broadly is a School whose commitment to addressing racial injustice, gender bias, social inequality, and the strengthening of democratic values is very much reflected in its research and education mission. Financially the School is on solid footing. The next dean will have the opportunity to build on the School’s strong foundations with the help of community and University leaders eager to see it thrive.

The Humphrey School currently has 30 full-time faculty and in 2020 enrolled 369 masters and 36 Ph.D. students. The School is robust and diverse intellectually with specialties in global policy; human rights; leadership and management; politics and governance; science, technology, and environmental policy; social policy and policy analysis; and urban and regional planning. It has eight research and outreach centers that advance the School’s research and public engagement mission. The School has an operating budget of $27.7 million and a total endowment of $74.7 million.

The dean is the chief administrative and academic officer of the Humphrey School and reports to the executive vice president and provost of the University of Minnesota. The next dean will be tasked with maintaining and enhancing the School’s reputation as a top-ranked school of public affairs; leading and promoting its efforts around racial justice and diversity, equity and inclusion; expanding its fundraising and donor cultivation; and engaging with students, faculty, staff, alumni, and community representatives to
build an institution that strives to fulfill the noble aspirations and unlocks the potential contributions of all stakeholders who embrace the mission of the Humphrey School and the ideals of public service.

The University of Minnesota has convened a search committee to identify and review candidates for this position, and has retained the search firm Isaacson, Miller to assist in this effort. Confidential inquiries, nominations, and applications may be directed to the firm as noted at the end of this document.

THE UNIVERSITY OF MINNESOTA

The University of Minnesota (UMN) is a comprehensive public research university that is ranked among the world’s most renowned institutions of higher learning. The University has scholars of national and international reputation as well as a strong tradition of education and public engagement. With five campuses located throughout Minnesota—the Twin Cities, Duluth, Morris, Crookston and Rochester—the University advances discovery and innovation to improve society for all. The flagship Twin Cities campus has the special distinction of being both a globally engaged R1 research institution and Minnesota’s land-grant university, with a unique capacity and responsibility to improve the lives of Minnesotans and drive the state forward.

With an annual operating budget of $4.2 billion a year, the University generates an estimated economic impact of $9 billion for the Minnesota economy. The University enrolls 65,000 students, 52,000 on the flagship Twin Cities campus, and has over 27,000 faculty and staff. As a research university of exceptional breadth and depth, it has schools and colleges in the broad fields of liberal arts; biological sciences; dentistry; design; education and human development; food, agriculture, and natural resource sciences; law; business; medicine; nursing; public affairs; public health; science and engineering; and veterinary medicine. The state’s sixth-largest employer, the University encompasses regional Extension offices, research and outreach centers, clinics, labs, professional education outreach, and K–12 educational engagement programs throughout the state, as well as world-class performing arts facilities, museums, and galleries. As one of an elite few land-grant universities that also are world-class research institutions, and one of few major land-grant research institutions situated in a major metropolitan area, the University consistently has advanced the land-grant mission with exceptional vigor—distinguished by a comprehensive commitment to integrating public engagement deeply into teaching and learning, research, and discovery.

The University averages over $1 billion in research expenditures annually, ranking eighth nationally among public universities, and its faculty and experts are considered some of the best in their respective fields. UMN currently boasts 29 Nobel Prize-winning faculty, recipients of prestigious awards such as Guggenheim and MacArthur fellowships, and many who are members of the National Academies and the American Academy of Arts and Sciences.

The University strongly embraces diversity, equity, and inclusion as foundational values and has made both engagement and diversity central to strategic planning across the system. The University has a critical role and opportunity to research, understand, and analyze inequities and to advance public policies to address them. Students on the Twin Cities campus include 24% students of color and 10% international students; 25% of all undergraduates are first-generation students. The University ranks ninth nationally for students learning abroad and offers programs in more than 70 countries. In 2017, the Twin Cities campus received the Higher Education Excellence in Diversity Award from Insight into Diversity for the seventh year in a row, and in 2016, the Association of Public and Land Grant Universities named the UMN as recipient of its inaugural Institutional Award for Global Learning, Research, and Engagement.

The Twin Cities campus is located in a diverse and economically vibrant region at the heart of an increasingly global Midwest, with 11 federally recognized tribal nations, the largest urban American Indian population in the country, and growing African American, Latinx, and Asian American populations. The
links between Minnesota communities and communities around the world are notable; the Twin Cities has the largest number of people of Somali descent outside of Somalia and the nation’s largest urban Hmong American population.

UMN is located on traditional, ancestral, and contemporary lands of Indigenous people. The University resides on Dakota land ceded in the Treaties of 1837 and 1851. The University acknowledges this place has a complex and layered history and is committed to ongoing efforts to recognize, support, and advocate for American Indian Nations and peoples. The University recently announced a search for the newly created position of new senior adviser to the president on Indian affairs who will focus on further strengthening the University’s partnership with Minnesota Tribal Nations.

**Current University Context**

Without question the year 2020 posed a series of challenges for the University of Minnesota. Like all universities and colleges across the country, UMN had to alter its typical operations with the onset of the COVID-19 pandemic. And in the summer of 2020, the University of Minnesota community was deeply affected by the killing of George Floyd by officers of the Minneapolis Police Department and was at the epicenter of protests that spread from Minneapolis across the globe as the largest demonstration of civil rights activism in a generation. This opened up a larger and continuing discourse about race and equity within the University.

The University and its colleges and schools have made progress with heightened attentiveness to issues of racial equity following the local, national, and global reckoning around issues of racial justice spurred by the killing of George Floyd. University leaders have strongly affirmed a commitment to anti-racism and social justice and to creating a diverse, inclusive, and equitable university and society.

UMN has been resilient in responding to the unprecedented public health and social justice challenges of the past year and continues to advance its mission of world-class research, teaching, and public service. The University is moving forward to implement a comprehensive, systemwide strategic plan to chart a strong course for the future. Approved by the Board of Regents last year, MPact 2025 reflects a deepened commitment to research, teaching, and service; open access to opportunity; and forward-thinking innovation to advance the University’s land-grant mission and impact the world. Campus units have collaborated to develop metrics to measure progress on the plan. Now in the early phases of implementation, the plan advances five core commitments:

- **Student Success**—meeting all students where they are and maximizing their skills, potential, and well-being in a rapidly changing world.
- **Discovery, Innovation, and Impact**—channeling curiosity, investing in discovery to cultivate possibility, and innovating solutions while elevating Minnesota and society as a whole.
- **MNtersections**—work inspired by Minnesota to improve people and places at world-class levels.
- **Community and Belonging**—fostering a welcoming community that values belonging, equity, diversity, and dignity in people and ideas.
- **Fiscal Stewardship**—stewarding resources to promote access, efficiency, trust, and collaboration with the state, students, faculty, staff, and partners.

The University is also nearing the completion of a record $4 billion capital campaign, which is expected to reach if not exceed its ambitious goal in 2021. The Driven campaign has five main priorities: 1) elevate a world-class student experience; 2) accelerate advances in health; 3) protect and sustain agriculture, food, and water; 4) drive a Minnesota plan for innovation; and 5) provide a place of opportunity for everyone.
University Leadership

Joan T. A. Gabel is the 17th president of the University of Minnesota and the first woman president. Prior to joining the UMN in July 2019, she served as provost at the University of South Carolina and as dean of the University of Missouri’s Trulaske College of Business.

Rachel Croson is executive vice president and provost and chief academic officer. She joined the UMN in March 2020 from Michigan State University (MSU), where she served as dean of the College of Social Science and MSU Foundation Professor of Economics.

More information about the University can be found at https://twin-cities.umn.edu/.

HUBERT H. HUMPHREY SCHOOL OF PUBLIC AFFAIRS

The Hubert H. Humphrey School of Public Affairs was founded in 1977 as the Humphrey Institute of Public Affairs. The school chose its name in honor and recognition of Minnesota native U.S. Senator and Vice President Hubert Humphrey, a legislator and statesman recognized internationally for his contributions to improving the well-being of humanity. The Humphrey Institute grew out of the University of Minnesota’s former School of Public Affairs (1968–77) and Public Administration Center (1936–68); it was renamed the Humphrey School of Public Affairs in 2011 to better reflect its academic mission. Like its predecessors, the Humphrey School continues to instill in our brightest leaders an understanding of leadership and public service in advancing the common good. To uphold the legacy of Hubert Humphrey, the School seeks to prepare future leaders; to be a forum for active debate on the policy issues of the day, across a wide range of ideologies and experiential points of view; and to offer the best research and non-partisan advocacy based on that research. The School focuses broadly and globally, while also concentrating on issues in the Minneapolis-St. Paul metropolitan region and rural Minnesota and the upper Midwest.

The School is regarded as one of the premier schools of public affairs. US News and World Report currently ranks the School ninth in the nation. The School offers a Ph.D. degree in public affairs, as well as six master’s degrees: development practice (MDP); human rights (MHR); public affairs (MPA, for mid-career professionals); public policy (MPP); science, technology, and environmental policy (MS-STEP); and urban and regional planning (MURP). Six dual-degree programs are offered as well, combining Humphrey School master’s programs with UMN graduate and professional degrees from the Carlson School of Management, College of Education and Human Development, Law School, School of Public Health, College of Science and Engineering, and College of Design. The School additionally offers six certificate programs, international and policy fellows programs, and other opportunities for professionals in a wide variety of careers to enhance their skills and to increase their involvement with public policy issues.

The School’s 30 full-time tenured and tenure track faculty are highly productive scholars and intellectual leaders in their respective fields. The faculty have expertise across six distinct areas: global policy (development and human rights); leadership and management; politics and governance; science, technology, and environmental policy; social policy and policy analysis; and urban and regional planning. Instruction is enriched by 39 community professionals who teach across the various specialties within the School. The School is proud that it offers six nationally ranked specialty programs, of which three are ranked in the “top 20” by USNWR: nonprofit management (#11); social policy (#15) and urban policy (#19).
The operations, finances, and programs of the Humphrey School are managed by a dedicated professional staff of 115. In FY 2020, the School had an operating budget of $27.7 million and a total endowment of $74.7 million.

The Humphrey School of Public Affairs emphasizes interdisciplinary scholarship and community engagement. Through its policy research and outreach centers, the Humphrey School leads the way in developing solutions to many of the critical challenges facing Minnesota, the nation, and the world.

At the Center for Integrative Leadership, participants work with partners outside and inside the University of Minnesota to catalyze, learn from, and inform collaborative action for social impact. The Center focuses on the question of how individuals, organizations, institutions, tools, or incentives from the public, private, and non-profit sectors can effectively come together to address complex challenges. A University-wide center of the University, the Center is affiliated with five of the University’s schools that focus on leadership, governance, and management: the Humphrey School, Carlson School of Management, College of Education and Human Development, School of Public Health, and Law School. The Center stimulates and provides a focal point for teaching, research, and discussion that can enable shared leadership and provide actionable lessons for success. More: Center for Integrative Leadership.

The Center for Science, Technology, and Environmental Policy fosters interdisciplinary and community-engaged research on human well-being, environmental sustainability, and social justice in a complex and diverse world. The Center conducts public engagement with external partners, develops environmental leadership, and facilitates solutions-oriented projects at the nexus of science, technology, and environmental policy. More: Center for Science, Technology, and Environmental Policy.

The Center for the Study of Politics and Governance is a preeminent hub for political and policy analysis in the Midwest. The Center generates dialogue across difference by stimulating vigorous but civil debate, encouraging leaders, students, and citizens to approach the critical issues of our time in innovative ways. The Center uses high-quality analysis, public forums and events, and civic engagement to change the conversation from partisan and polarized to respectful and practical. The Center convenes a wide array of public events to promote an informed and engaged citizenry. The Policy Fellows program provides emerging and mid-career professionals a renowned public affairs leadership experience. The Certificate in Election Administration is a pioneering online program to prepare professionals in election administration. More: Center for the Study of Politics and Governance.

The Center on Women, Gender, and Public Policy illuminates gender-based disparities through research, teaching, and public engagement. Its work is grounded in three key values: Intersectionality—Gender inequality does not exist apart from discrimination based on race, class, sexual orientation, national origin, or other factors. The Center’s research and policy approaches must account for the unique lived experiences that arise from overlapping structural inequalities. Holistic Perspective—Gender is not a binary category, and gender issues span nearly all areas of public policy. Public Engagement—Community partnerships and real-world learning opportunities are essential to connect research to practice, and ultimately influence public policy toward greater gender equality. More: Center on Women, Gender, and Public Policy.

The Human Rights Initiative is a joint initiative of the Humphrey School and the College of Liberal Arts to support interdisciplinary engaged research and teaching in the field of human rights with a goal of strengthening practice and the profession overall. The initiative arises out of years of collaboration and engaged research by faculty who work and teach on topics related to human rights locally, nationally, and internationally. The joint Master of Human Rights degree is one of the first in the US and one of the best two-year programs in the country, attracting increasingly larger and more diverse
applicant pools. The current first-year cohort includes 22% international students and 30% students of color from across the US. More: Human Rights Initiative.

The Future Services Institute’s mission is to advance human services into the 21st century with a commitment to (1) attacking institutional racism and other systemic inequality that prevents the current human services system helping all Minnesotans live respectful lives; (2) working across organizations—public and nonprofit—with people who bring their minds and hearts to the work of transforming human services; (3) alleviating the burden, stress, and fatigue in these systems; (4) integrating services across systems, institutions, and agencies; and (5) acting as an incubator, innovator, and influencer to advance Minnesota’s human services sector, with a focus on appropriate and effective service delivery to people in need. More: Future Services Institute.

Founded in 2017, the Institute for Urban and Regional Infrastructure Finance (IURIF) aims to advance research and engagement on strategic issues of infrastructure investment across urban and rural areas. It promotes and amplifies the scholarship in the Humphrey School in multiple areas of expertise, including state and local public finance, infrastructure sustainability, and urban and regional affairs. IURIF's goal is to address critical challenges the nation faces in the collective provision of infrastructure. The challenges are both immediate and long term, across geography and beyond national boundaries. More: Institute for Urban and Regional Infrastructure Finance.

The Roy Wilkins Center for Human Relations and Social Justice is dedicated to finding solutions to racial and ethnic inequality. Using an integrated model of research, dialogue, and community partnerships, the center guides and empowers policymakers and community leaders in developing and promoting solutions to the problems of racism and racial and ethnic inequality. The Center was founded in 1992 as a joint effort of the UMN and the Roy Wilkins Foundation to carry on the legacy of Roy Wilkins, former chief executive of the National Association for the Advancement of Colored People (NAACP). It is the only endowed center and chair in Wilkins' memory in the United States. The center brings together a broad range of expertise to produce cutting-edge research, influence public policy, and implement viable programs on such topics as disparities, racial and economic inequality, educational opportunity gaps, and the impact and role of crime in minority communities. More: Roy Wilkins Center for Human Relations and Social Justice.

The State and Local Policy Program (SLPP) was founded in 1991 to increase the Humphrey School's commitment to state and local policy issues. SLPP helps policy leaders and citizens understand how changes in the global economy, technology, and the workplace affect communities by: (1) Convening to increase discussion and awareness of policy issues; (2) Contributing to produce and integrate new information, ideas, and approaches; (3) Changing to enhance and apply public policy that addresses community needs. The SLPP focuses extensively on transportation policy in four key areas: economic competitiveness, technology, transportation finance, and transportation safety. More: State and Local Policy Program.

In 2017, the Humphrey School developed a four-year strategic plan, centered around four themes to guide its investments and to inform scholarship, training, service, and engagement: 1) Promoting hope, opportunity, and inclusion in a changing America and changing world; 2) Supporting the institutions of democracy and civic life; 3) Expanding global reach and impact; and 4) Strengthening the pipeline of talented and diverse leaders. The next dean will have the opportunity to lead a refreshment of the plan in 2021.
Current School Context

In the last decade, the Humphrey School has seen positive growth and development. Its recent placement among the top 10 ranked public policy schools is a testament to the School’s world class scholarship; the reputation of its faculty and its graduates; and notably robust public engagement regionally, nationally, and globally. In recent years, faculty have published over 250 peer-reviewed journal articles and given over 200 research presentations; and many have active grants supporting innovative research. The faculty of the School are notably active in providing their expertise to the wider community: 61% of faculty served on local, national, or global public or nonprofit boards; 73% provided legislative testimony or community guidance; and 88% shared expert analysis to local and national news media.

The School is notable as a prominent connector and thought leader for the wider community. Through the School, the community convenes, shares, learns, and develops the insights and inspiration to act on the important issues of the day. Whether it is the state’s largest cities, rural communities, or globally, the Humphrey School welcomes all of those interested in making a positive difference. The School possesses the physical infrastructure to play its convening role with its spacious and multi-use conference center that holds hundreds of events and attracts many diverse, high-profile speakers and guests annually, engaging students and others with discussions and viewpoints spanning a wide array of issues.

The mission of the School is supported by an alumni board and advisory board made up of distinguished leaders in the policy and business community. Both have served in informing the Humphrey School’s public engagement efforts and connecting the School to new opportunities. In Washington, D.C., the School has a strategic partnership with the Stimson Center that seeks to leverage mutual research and insights in developing solutions to today’s issues. This partnership has particularly been fruitful not only in establishing the School’s presence in the nation’s capital but also in helping to grow its globally focused work. The School also recently developed a platform for communicating public affairs research to practitioners and policymakers through Civios—a platform hosting podcasts and videos highlighting research conducted by the Humphrey School faculty, staff, and collaborators.

Despite the competitive market for students, the Humphrey School over the years has had a strong record of admitting and recruiting a talented, accomplished, and diverse cohort of students dedicated to public service in all its forms. On average, students enter the Humphrey School with an undergraduate GPA of 3.5. The Humphrey School has admitted students with a variety of backgrounds who share interest in and commitment to public service. As in many comprehensive public affairs schools, many Humphrey School students have backgrounds in the public and nonprofit sectors, though increasingly large numbers come from the private sector and are interested in new career paths. Many incoming students clearly stated as a component of the application process that they have a clear intent to pursue public or volunteer service. Some primarily seek exposure to, and opportunities in, international affairs. They come from all sectors, and they have a variety of substantive and professional interests. Enrolling students with diverse backgrounds is one way that the School has prepared students for pursuing the common good in a diverse world. The School in recent years has made great strides in recruiting a much more international student body, to add to its ongoing strength in recruitment of diverse students from the United States. Recently added programs in development practice and human rights have been important drivers in this regard.

Students are active in close to a dozen organizations within the School that allow them to find students, programs, and activities that develop their interests and goals. These groups include the Humphrey Students of Color Association, the Humphrey International Students Association, the Gender, Sex and Policy Event Committee, and Common Grounds, an interdisciplinary student-led organization that applies the concept of integrative leadership to addressing community challenges. For more on these student organizations, see https://www.hhh.umn.edu/student-organizations.
The School’s graduates go on to achieve and to contribute in impressive professional and leadership roles regionally and nationally. In Minnesota, Humphrey School graduates are found in high-level statewide government positions as appointed policy advisors, policy analysts, commissioners, and assistant commissioners. They are likewise serving in almost every department of the federal government; for several years, the Humphrey School has been the most well represented alma mater of leaders at the US Government Accountability Office. Humphrey School alums are also launching and leading policy innovation in the nonprofit and private sectors on crucial issues ranging from environmental sustainability to housing stability to rural economic development.

An unwavering commitment to justice and equity is a core pillar of the School’s identity and ethos. In line with the distinguished career of its namesake, the Humphrey School seeks to promote and advance the dignity, security, and humanity of all through rigorous and transpartisan inquiry and education. The events following the killing of George Floyd crystallized further the importance of the School’s commitment to racial justice and social equality.

In the research realm, the School recently announced the Dean’s Equity & Inclusion Research Matching Fund in support of diversity, equity, and inclusion research goals. Faculty who apply for internal UMN funding—such as the Office of the Vice President for Research Social Justice Impact Grant or Grant-in-Aid of Research, Artistry, and Scholarship; the Office for Equity & Diversity’s IDEA Multicultural Research Award; or the Provost’s Imagine Fund awards for innovative humanities-centered research—can request matching funds of up to $10,000 from the Humphrey School’s Equity & Inclusion Research Matching Fund. Funding priorities include work that centers on repair of harm and healing; resilient, reciprocal community engagement; racial equity and justice; and youth participation in civic life. In 2019, the School established the Josie Robinson Johnson Fellowship to support graduate students who have specific interests in addressing racial inequities and injustice. The award honors Josie Robinson Johnson as a Minnesota civil rights icon, the first African American member of Board of Regents of the University of Minnesota (1971–73), and a valued advocate for the Humphrey School of Public Affairs.

In its admissions and scholarship programs, the School places emphasis on recruiting and retaining students from underrepresented backgrounds. The faculty have also been conscientious in diversifying its ranks and have made considerable progress in creating greater gender parity in the faculty ranks (especially at the lower professorial ranks) and more racial/ethnic diversity in its faculty candidate pools.

The Humphrey School has a robust equity and inclusion plan. The plan is used as a framework for concrete action to achieve the School's goals by encouraging faculty, staff, and students to assess the feasibility of various strategies; to implement strategies as appropriate; and to review periodically and report on progress in implementation through use of goals, objectives, and strategies. The current plan seeks to address eight key areas (climate; communication; community engagement; recruitment and retention of faculty; recruitment of students; retention of students; and research) to promote greater equity and inclusion, including racial and gender equity, at the School. The current equity and inclusion plan is supported by the School’s Equity and Inclusion Council.

The Humphrey School is nearing the completion of its own capital campaign. The campaign has a goal of $20 million and the School is well on its way to meeting it. Through generous contributions to the campaign, the School seeks to support scholarships to attract diverse and talented leaders; invest in important and innovative research and teaching; and invest in programs that expand global reach and impact.

LEADERSHIP OPPORTUNITIES & CHALLENGES FOR THE DEAN

The dean serves as the chief academic and administrative officer for the School and reports to the executive vice president and provost of the University. The dean serves as a senior academic administrative leader
for the University and, as a member of the Twin Cities Deans Council, plays a collaborative leadership role in campus-wide academic affairs. The deanship is a full-time administrative role, and the dean is responsible for all areas of strategic planning and academic and administrative operations for the School. This includes, but is not limited to, management of faculty and staff; development of academic programs; delivery of student services; oversight of facilities; development of research; fiscal and budgetary management within the University’s resource-centered management (RCM) system; and external relations, including fundraising.

Reporting directly to the dean is a senior leadership team that includes an associate dean, as well as directors of finance; human resources and operations; development; academic programs; communications; career and professional development; advising and retention; and admissions. At the leadership level, the School also has an Executive Council, an elected representative group of Humphrey School faculty, students, and staff; and a faculty-led Equity & Inclusion Council.

The success of the next dean will be determined by how well the dean addresses the following leadership opportunities and challenges (not listed in any order of priority; all are equally critical):

**Maintaining and enhancing the Humphrey School’s reputation as a preeminent public affairs school committed to scholarly excellence.**

As a highly ranked school in one of the country’s most well-regarded public research universities, the next dean will be tasked with ensuring that the School continues to enhance its well-earned reputation as a place of scholarly excellence. The dean will promote and support a culture of the highest standards and will be expected to recruit, retain, and develop renowned scholars and teachers. The dean should be prepared to assess School policies, procedures, and practices to ensure they are consistent with these goals. More broadly, the dean is expected to provide strategic leadership that engages the School community and constituencies in shaping a shared vision aligned with MPact 2025, the UMN system-wide strategic plan.

In sustaining and advancing the excellence of the Humphrey School as a first-tier school of public affairs, the dean will promote and facilitate the faculty’s ability to engage in innovative and meaningful research and utilize existing mechanisms to incentivize faculty to compete for external awards. The dean will proactively identify opportunities for increasing the School’s research portfolio, including strengthening ties with external funders, and identifying new avenues for interdisciplinary collaborations. Promotion of the School’s works and accomplishments externally is also critical. In particular, the dean must be an effective representative to relevant associations such as NASPPA and APPAM.

**Leading and promoting the Humphrey School’s commitment to racial justice and diversity, equity, and inclusion.**

The Humphrey School has a well-developed plan for achieving its racial justice and DEI commitments. The next dean will continue to encourage this work and inspire others in the School to proactively take part in addressing and removing existing inequities and ensuring that its community is a welcoming, inclusive, and equitable one. Where necessary, the dean should look to finding ways that will tactically refine how the School can pursue work in this area more effectively.

As an institution dedicated to research and the training of future leaders, the dean must ensure that the School’s core mission finds ways to support research and policy analysis that fosters racial justice and equity. For those faculty, whose scholarly interests are in these areas, the dean should, where possible, support and cultivate those efforts. Students at the Humphrey School are especially committed to addressing racial inequities and the next dean should ensure that they receive the education and training to be thoughtful and effective leaders in this realm.
The Humphrey School is part of an increasingly diverse campus, region, and nation, and the need for diverse representation at all ranks—faculty, staff, and students—has become ever clearer. While progress has been made with respect to faculty and student diversity, much remains to be done to ensure that the School is not only a leader but reflective of the community it serves.

**Successful fundraising and donor cultivation.**

A successful dean of the Humphrey School will need to be an eager and skilled fundraiser and revenue generator, recognizing the competitive hurdles and financial challenges all universities face in supporting the complex and varied activities integral to academic mission. The Minneapolis-St. Paul metro is home to the fourth-largest concentration of Fortune 500 companies in the country as well as thriving entrepreneurial, small-business, and arts and nonprofit sectors, and it has a strong philanthropic tradition and well-cultivated sense of civic mission. This is fertile terrain for the dean to identify and cultivate potential donors and build a persuasive case for support of the meaningful and high-impact educational, research, and engagement activities of the School. From support for faculty research, capital projects to student scholarships, the School has always benefited and thrived from the generous support of its alums, donors, and the community at large. The next dean must ensure that this support continues and grows.

**Serious and sustained engagement with students, faculty, staff, and community.**

The students at the Humphrey School are eager and well prepared to engage with the School’s dean, and the next dean will seek student input not only on matters of traditional student life concerns and issues, but also on matters of school governance and community engagement. The students offer a rich resource for the School’s administration that will help the dean build community within and beyond the walls of the institution. This vital student engagement will recognize and respect the rich diversity of the student body and their varied educational and professional interests. Similarly, the next dean will collaborate with faculty to share governance and responsibilities in leading the School and finding ways and means for growing and improving the academic programs. The School is small in size, and the dean will benefit from engaging all faculty in conversations and actions that advance the research, teaching, and service dimensions of the School’s important mission. Also, in a time of constrained resources, the staff of the Humphrey School look to the dean for leadership and engagement. Many staff members have many years of experience available for the dean to tap to improve the operations of the enterprise.

The Humphrey School is one of the University’s most visible academic units. It is deeply connected to the civic leadership of the region and state; sends scores of alums to important and influential positions in government and the not-for-profit realm in Minnesota and well beyond; and develops new insights that affect policy outcomes and the overall political discourse in the region and more broadly. With these assets and accomplishments, the dean of the School must continue to connect its work and mission to the broader communities in which it is embedded, from the local to the global—from the Twin Cities, throughout Greater Minnesota, and to the many national and global communities in which the School’s graduates are engaged. The School’s faculty are very active in connecting interdisciplinary research with the people and strengths of diverse communities locally and regionally, and to the world at large. The dean should continue to encourage and incentivize these efforts. The School’s students are active and eager in applying their education to the current moment’s most challenging issues. The School’s programs and curriculum should cultivate and channel these passions in meaningful ways.

Because it serves a state that is not only racially, ethnically, and economically diverse, but politically and socially diverse as well, the dean of the Humphrey School must strive to be an honest, credible, and transpartisan partner to all communities that genuinely want to engage in robust and productive dialogue around important issues. While the School has impressive relationships with well-known and established leaders across the state, the current moment offers opportunities for the School to forge new relationships.
with groups and communities often overlooked in typical engagement efforts and usually far from the halls of power.

**QUALIFICATIONS & EXPERIENCE**

The successful candidate will offer many of the following professional qualifications, skills, experiences, and personal qualities:

1. Excellence in public affairs leadership commensurate with the superior ranking and reputation of the Humphrey School.
   - A terminal degree in a field related to public affairs and policy and scholarly achievement meriting tenure at the University, or other comparable professional accomplishments.
   - Vision and ability to advance the research agenda of the School, including interdisciplinary and cross-college initiatives and collaborations with community partners.
   - Demonstrated commitment to building a strong learning environment for students that includes exposure to a broad range of ideas, philosophies, and experiences.
   - Expertise and thought leadership in one or more public policy fields related to the work of the School, including its global initiatives.
   - Gravitas resulting in the ability to attract top research and teaching scholars and prominent national and global leaders to the School.
   - Experience advocating for evidence-based policy recommendations at multiple levels—including local, state, regional, national, and global—on matters of great public and societal concern.

2. Experience in developing financial and human resources to advance a common mission.
   - Track-record or compelling potential in successful fundraising from public and private sources and developing new revenue streams.
   - Commitment and record of nurturing healthy, supportive, and collaborative organizational culture.
   - Experience synergizing parts of an organization into a greater and more effective whole.

3. Commitment, expertise, and achievement in promoting equity, diversity, and inclusion.
   - Experience recruiting and retaining faculty, staff, and students (or other stakeholders) from diverse backgrounds, including women and underrepresented minorities.
   - Personal experience advancing a social justice and an anti-racist program, initiative, or organization.
   - Broad cultural competency and understanding of nondominant populations.

4. Successful leadership and management of a complex enterprise with multiple stakeholders.
   - Experience or convincing understanding of shared governance principles within higher education.
   - Competence in fiscal oversight and budgeting; experience with RCM budgeting is preferred.
• Ability to engage internal and external constituencies in the development of a shared vision for the School and the capacity to lead the implementation of a strategic plan aligned with the vision and values of the Humphrey School and with the University’s strategic priorities.

• Connections in government, the private sector, and the nonprofit sector relevant to the School’s mission, and the ability to discover and develop opportunities for faculty and students with external partners.

• Experience or clear capacity to envision, prioritize, and invest in centers of excellence for the School, drawing on its comparative advantages.

• Political sophistication and the ability to navigate within a public, land-grant university setting with legislative oversight.

5. Professional and personal character grounded in values that inspire trust and facilitate engagement with diverse constituencies.

• Highly effective communication and interpersonal skills and the ability to lead and work collaboratively with many, diverse constituencies.

• Authenticity and an affinity to engage and build trusting relationships with students, faculty, staff, alumni, community representatives, and university colleagues.

• Ability to hear and honor opposing points of view.

• An appreciation for activism.

• High emotional intelligence.

APPLICATIONS, NOMINATIONS, AND INQUIRIES

Inquiries, applications, and nominations may be sent in confidence to the following:

Sean Farrell, Tim McFeeley, & Kahn Lee
Isaacson, Miller
1300 19th Street, N.W., Suite 700
Washington, D.C. 20036

Applications should include CVs and cover letters. Review of applications will begin immediately and continue until the position is filled. Electronic submissions are strongly preferred; please direct to www.imsearch.com/7882. Inquiries and nominations should be made via the same web address.

The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, familial status, disability, public assistance status, membership or activity in a local commission created for the purpose of dealing with discrimination, veteran status, sexual orientation, gender identity, or gender expression. This document is available in alternative formats upon request.