

LEECH LAKE TRIBAL COLLEGE

STRATEGIC PLAN 2020-2025



HISTORY OF LEECH LAKE TRIBAL COLLEGE

The Leech Lake Band of Ojibwe established Leech Lake Tribal College by Tribal Resolution in July 1990. For two years, courses were offered in Extension from the University of Minnesota at Duluth, Bemidji State University, Itasca Community College, and Brainerd Community College.

In 1993, LLTC had its first graduating class. It consisted of one student, a young Ojibwe man named Sean Fahrlander, who had just gotten out of the service. At the time, he was looking for his responsibilities as an Ojibwe man and as a veteran. Adam Lussier of Red Lake told Sean that he had an obligation to preserve, protect, and defend the culture, traditions, and teachings of the Ojibwe. Sean wondered how he was to fulfill his obligation.

He found the answer in education at the tribal college. It started out small in the old brown log building located south of the burned-out wild rice silo in Cass Lake. This building served many services over many years, and people said it was haunted. Corpses used to be stored in the basement there during the winter months until the frozen ground of Leech Lake thawed. The Tribal College was located just south of U.S. Highway 2. On the north side of the highway is what is called Indian Town on some old maps but is now known as Tract 33.

This is where Sean went to college.

Being the first and only Tribal College graduate in 1993, he hadn't expected a graduation ceremony. He said that a cake had been bought for him though, so he decided to go. Getting ready at his home on Tract 34, he put on a pull-over, short-sleeved shirt. When his grandmother, Nancy Kingbird, saw him, she told him to go put on a button-down shirt. Sean went and changed into a wrinkled, button-down shirt. Then his grandfather, Warren Tibbets, saw him. Warren told Sean to take off his button-down shirt. Sean did, and Warren ironed it for him. Warren also ironed Sean's slacks. Sean was twenty-six at the time.

The graduation ceremony was held at the Bingo Palace in Cass Lake. Sean talked about the small hastily prepared podium that was provided to him to use. It had been painted white, maybe forty-five minutes prior to the graduation. Sean rested his hands on the podium, and when he removed them, he found white paint on the palms of his hands.

The two members of his family who attended his graduation ceremony were Nancy Kingbird and Warren Tibbets. Remembering the event, Sean couldn't speak for a while because his heart was full of love and memories. They blocked his vocal cords and caused tears to flow. He loved his grandparents, and he knew they loved him and that they were super-proud of his accomplishment.

Sean was the first of many graduates of Leech Lake Tribal College, whose first President was Larry Aitken. President Aitken always pushed for language and culture. He honored the Indigenous women through courses and the tribal college mission statement. Sean followed President Aitken's lead when he returned to give a graduation speech in 2011. Sean thanked the grandmas of Leech Lake for their leadership and activism in holding the community together during the difficult times.

About those difficult times, Sean had found the answer to solving our many problems through education. In his 2011 speech to graduating students at Leech Lake Tribal College, he reminded them of what Wilma Mankiller had said about who controls our future. Mankiller said that the people who control our children's education control our future. The Ojibwe of Leech Lake had stepped up to taking control of our future through the creation of Leech Lake Tribal College. In 2011, Sean ended his speech to the graduating class by thanking his grandmother, Nancy Kingbird, and his grandfather Warren Tibbets.

Sean Fahrlander, the tribal college's first graduate, became fluent in Ojibwemowin, a teacher, and storyteller. The tribal college was a part of his journey to understanding himself as an Anishinaabe man. The tribal college would move on too, growing, and becoming an integral part of the Leech Lake Band of Ojibwe.

In 1994, the college was accorded status as a Land Grant Institution by the United States Congress. Also, in 1994, seventeen graduates completed their Associate of Arts degrees and Associate of Applied Science degrees. By the spring of 1995, the number of graduates had increased to twenty-four.

The college moved classrooms and administration to the former Cass Lake High School building in the fall of 1994, resulting in increased student enrollment. These students were enrolled in two-year Associate of Arts transfer degree programs, or in two-year technical programs leading to an Associate of Applied Science degree, or in one-year vocational programs.

From beginnings in the old log building south of the burned-out wild rice silo into the multi-building campus that Leech Lake Tribal College is today, speaks of the dedication that the college and the community have to the education of its people. This commitment was further demonstrated when, in February of 2015, the Bezhigoogahbow Library opened on campus.

Today, Leech Lake Tribal College includes approximately 175 students served by 50 faculty, staff, and administrators. Most of our students come from the Leech Lake Reservation. About 15% of the student population is non-Indian. The college was awarded candidacy status with the Higher Learning Commission of the North Central Association in 2002 for its associate degree programs

and continued candidacy in 2004. Full accreditation status was granted on September 26, 2006, for the maximum initial accreditation period of five years, with no focus visits required.

Leech Lake Tribal College is located on what is known as the Leech Lake Reservation. We have been in existence as an institution since 1990.

MISSION

Leech Lake Tribal College provides quality higher education grounded in Anishinaabe values.

VISION

To be recognized as a center of academic excellence that advances the Anishinaabe worldview and empowers life-long learners who are fully engaged citizens, stewards, and leaders.

Underlying principles of Leech Lake Tribal College are:

- Provide associate degree programs
- Prepare students to transfer to other institutions of higher education
- Provide academic credentialing programs of varying lengths
- Assist students in developing and pursuing holistic lives (physically, intellectually, and aesthetically)
- Attain and maintain appropriate accreditation and certification of LLTC degrees and programs
- Maintain and measure quality learning in all classes
- Provide a means of maintaining and enhancing Anishinaabe culture, values, language, and knowledge
- Honor and respect women as the sacred life-givers of the Nation and to empower them for leadership roles in their communities
- Serve as a cultural and educational center for community development
- Encourage and support the professional development of faculty and staff

VALUES

We observe and value the Seven Grandfather Teachings.

According to the Anishinaabe worldview, humans did not weave the web of life; we are merely a strand in it. Whatever we do to the web, we do to ourselves. Therefore, kinship among all of creation, not the mastery of our relatives (other humans, animals, plants, etc.) is vital to harmonious living. To adhere to this philosophy is to be guided by the following values:

Gwayakwaadiziwin (Honesty)

Debwewin (Truth)

Inendizowin (Humility)

Zaagi'idiwin (Love)

Nibwaakaawin (Wisdom)

Zoongide' iwin (Courage)

Manaaji'idiwin (Respect)



INSTITUTIONAL LEARNING OUTCOMES

In June of 2019, the Leech Lake Tribal College faculty, working with staff and recommendation from student evaluations, began the process to revise the Institutional Learning Outcomes for the Leech Lake Tribal College. These revised Institutional Learning Outcomes were presented to the LLTC Governance Committee and approved by the President in December of 2019 for inclusion in the Leech Lake Tribal College Strategic Plan for 2020-2025.

1. Apply Anishinaabe ways of knowing and being in order to live a good life in a global society.
2. Demonstrate social, economic, and environmental stewardship as responsible citizens in a diverse society.
3. Employ effective communication skills through a variety of media and contexts.
4. Practice quantitative literacy and critical analysis to continue personal and intellectual growth.

THE DEVELOPMENT OF THE 2020-2025 STRATEGIC PLAN

Overview and Process

Under the direction of President Raymond Burns, the Leech Lake Tribal College began the development of the college's 2020-2025 Strategic Plan. President Burns initiated the process by assembling a Strategic Planning Committee on March 28, 2019. The Strategic Planning Committee was composed of key personnel within the organization. The planning process included the continuous collection of data and its analysis. During the strategic planning process, the Strategic Planning Committee sought input from students, faculty, staff, the board of trustees, and the community. This input was integrated into the final strategic plan.

Establishing the Framework

The formal planning process began on April 18, 2019, as a four-member Strategic Plan committee made up of volunteers from different departments and approved by the President met to develop a tentative schedule and timeline. Eventually, the committee was joined by additional committee members, with the final committee being made up of three staff, two faculty members, and two administrative staff. The committee started by reviewing the LLTC 2015-2020 Strategic Plan and assessing the previously stated goals and objectives; to guide the process and develop the new plan. At the base of the Strategic Plan, the committee used the ten noted objectives from the 2015-2020 Strategic Plan that were based on the initial college goals described in the formative college charter. These ten objectives were:

1. Provide associate degree programs
2. Prepare students to transfer to other institutions of higher education
3. Provide academic credentialing programs of varying lengths
4. Assist students in developing and pursuing holistic lives (physically, intellectually, and aesthetically)
5. Attain and maintain appropriate accreditation and certification of LLTC degrees and programs
6. Maintain and measure quality learning in all classes
7. Provide a means of maintaining and enhancing Anishinaabe culture, values, language, and knowledge
8. Honor and respect women as the sacred life-givers of the Nation and to empower them for leadership roles in their communities
9. Serve as a cultural and educational center for community development
10. Encourage and support the professional development of faculty and staff

Identifying Initial Goal Themes and Engaging the Campus Community

Beginning on April 29, 2019, the planning committee with assistance from other staff and faculty started surveying the student population, along with staff and faculty. As a first step in identifying the initial goal themes of the strategic plan, the Strategic Planning committee sent out an electronic survey to the Leech Lake Tribal College staff and faculty. On May 29, 2019, in an effort to verify the strategic goal and objectives set by the 2015-2020 Strategic Plan, the committee began to request faculty and staff review and prioritization of the ten historical strategic goals. The review was done through a prioritization survey that was completed on June 7, 2019.

This survey contained the ten noted objectives from the 2015-2020 strategic plan and asked the recipients to rate them in order of priority for the institution. Once the Strategic Planning committee received the responses to these ratings, the committee worked to combine these goals into themes. Five main themes emerged. These new five themes were drafted as strategic priorities, with critical focus areas (Academic, Cultural, Community, Professional Development, and Economic), which could encompass simple as well as complex future objectives and initiatives.

Community and Campus Feedback

Beginning in September 2019, the following community and student meetings were held to obtain feedback on the SP.

- September 16, 2019, Student Feedback (Leech Lake Tribal College)
- September 16, 2019, Strategic Planning Committee members presented the SP to the BOT
- September 19, 2019, Cass Lake, Inger, and Mission Communities (Leech Lake Tribal College)
- October 2, 2019, Onigum Community (Onigum Community Center)
- October 3, 2019, Ball Club Community (Ball Club Community Center)
- October 9, 2019, Sugar Point Community (Sugar Point Community Center)
- October 10, 2019, Bemidji Community (AIRC at BSU – no attendees)

During the community feedback meetings, the LLTC Strategic Plan was presented to the attendees by a facilitator, and the attendees' feedback was solicited. Facilitators were LLTC staff and faculty who are also Leech Lake community members.

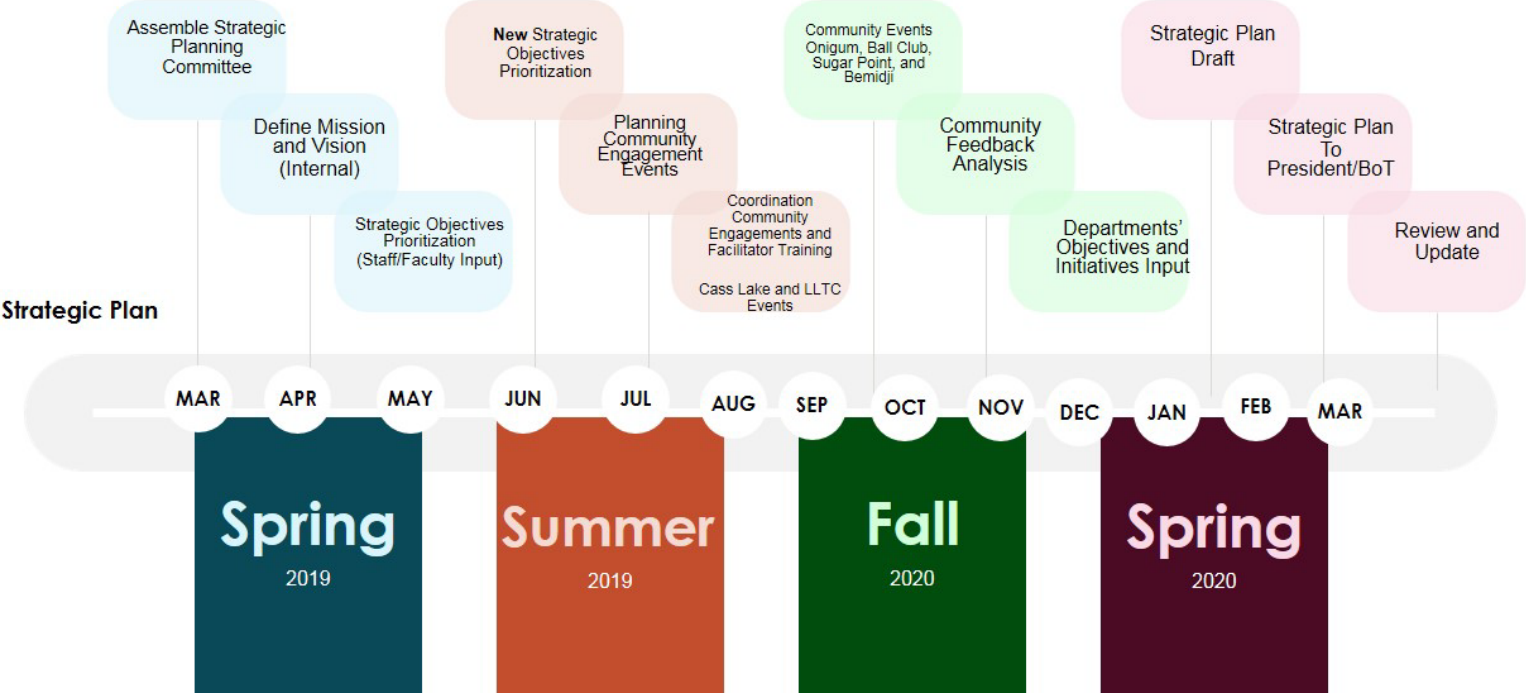
Community Needs Survey 2019

During the summer of 2019, LLTC distributed a Community Needs Survey to the Leech Lake community. The survey focused on the respondents' education plans and an evaluation of the Leech Lake Tribal College, computer, Internet, and social media use, evaluation of LLTC's program offerings, their perceptions of the value of LLTC's contributions to the community and environmental issues, and LLTC's use of advertising and communication of information to the community.

Over 300 responses to the survey were gathered. LLTC Community Needs Survey 2019 data were collected between June 28 and August 2, 2019, in person and via electronic survey, programmed into Survey Monkey, which was distributed via a link on the college website and the college's Facebook page. The data were also collected via a paper survey at three separate community events. Most data collection efforts were incentivized either through a raffle or through offering various small items at the paper-and-pencil data collection sites.

The findings from the Community Needs Survey were implemented into the construction of the LLTC strategic plan.

STRATEGIC PLAN TIMELINE



Strategic Plan Structure

It is important to state that, as stated in our Mission, Vision, and Principles, the fundamental core of the Leech Lake Tribal College lies in providing an educational opportunity to our students and, by Extension, the Leech Lake Band of Ojibwe and surrounding communities. With that in mind, it must be clearly stated that all of the Goals and Objectives were created with this primary core tenant in mind: what best serves students and community as the Leech Lake Tribal College provides quality higher education grounded in Anishinaabe values.

A note on style:

In recognition that other plans may use different terms for how the plan is formatted, this Strategic Plan uses the format as follows:

Mission

Vision

Strategic Priorities

Goals

Objectives

Action Items (with Benchmarks)

STRATEGIC PRIORITIES

STRATEGIC PRIORITY 1.

In alignment with LLTC's ILOs and PLOs, furnish an environment where students are provided the opportunity to engage in accredited and certified degree programs that measure the quality of learning and prepare students to transfer to four-year institutions and/or enter the workforce.

STRATEGIC PRIORITY 2.

In support of the college mission, preserve and promote Anishinaabe lifeways, language, social practices, and world view as an Anishinaabe centered learning institution.

STRATEGIC PRIORITY 3.

Continue to build the college's capacity to serve as the area's premier community-centered institution based on a holistic approach in alignment with LLTC's land grant status.

STRATEGIC PRIORITY 4.

Provide professional development opportunities to faculty and staff; to include the development of professional relationships with tribal government.

STRATEGIC PRIORITY 5.

Ensure that Leech Lake Tribal College attains and manages the resources to provide the infrastructure and vital capabilities in all areas of the institution: personnel, fiscal oversight, physical facility, and technological support.

STRATEGIC GOALS

Strategic Priority 1. In alignment with LLTC’s ILOs and PLOs, furnish an environment where students are provided the opportunity to engage in accredited and certified degree programs that measure the quality of learning and prepare students to transfer to four-year institutions or enter the workforce.

Goal 1: Improve student success by emphasizing learning skills and resource awareness.

Related Activities

- a) Address students who enter the college unprepared for college-level learning
- b) Continue to pursue Achieving the Dream (ATD) Key Performance Indicators (KPIs)
- c) Increase the number of articulation agreements
- d) Increase student awareness of and use of Canvas and LLTC email
- e) Improve support for students with disabilities

Related Activity	Indicators	Actions	Timeline	Primary Department(s)
a	Number of students who enter college unprepared for college-level courses	<ul style="list-style-type: none"> • Discuss the current tool used for evaluating student readiness and their effectiveness (ACCUPLACER) • Research other possible evaluation tools or develop our own evaluation tool 	Spring 2020 – Spring 2022	Student Services (Learning Center) Academics (English & Math)
b	ATD KPIs:	<ul style="list-style-type: none"> • 		
c	Number of current articulation agreements	<ul style="list-style-type: none"> • Reach out to Minnesota four-year institutions to establish articulation agreements with LLTC • Reach out to other TCUs to establish articulation agreements with LLTC 	Fall 2019 – Spring 2025	Academics

c	Student awareness of and use of Canvas and LLTC email	<ul style="list-style-type: none"> Number of students who currently use Canvas and LLTC email 	Fall 2020 – Spring 2021	Student Services Academics IT
d	Academic performance of students with disabilities	<ul style="list-style-type: none"> Update the Accommodations Request Form Develop a plan in PASS Committee that will include the students' faculty advisor 	Fall 2020 – Spring 2021	Student Services (Learning Center)

Goal 2: Increase retention and persistence by implementing and improving student support mechanisms

Related Activities

- a) Develop a process for at-risk student tracking
- b) Increase student use of emergency services and emergency aid
- c) Develop faculty and staff joint initiatives to improve retention and persistence based on student feedback

Related Activity	Indicators	Actions	Timeline	Primary Department(s)
a	Students who are absent from 50% or more of classes Students earning a grade of D or below	<ul style="list-style-type: none"> Purchase the Retention Module for Jenzabar Receive Jenzabar training on the Retention Module in Jenzabar Compile a monthly report of at-risk students for distribution to faculty and PASS committee 	Fall 2020 – Spring 2021	Student Services Academics Assessment & IR IT
b	Percentage of students who are notified about the availability of emergency aid	<ul style="list-style-type: none"> Each semester Student Services increases/improves the emergency services education and delivery to all students. 	Ongoing	Student Services
b	Increased delivery of food pantry and hard goods to students	<ul style="list-style-type: none"> Explore a "shopping cart" and delivery options for food and pantry items 	Spring 2020 – Spring 2021	Students Services Marketing IT

		<ul style="list-style-type: none"> • Build a “shopping cart” option for food and pantry items on the college’s website • Set up a monthly food and goods delivery 		
c	Increase in staff and faculty collaboration	<ul style="list-style-type: none"> • Each semester Student Services leadership and personnel coordinate with other staff and faculty to attend relevant committee meetings, participate in schedule production, and all decisions influencing students 	Ongoing	Student Services Academics
c	Maintain PASS committee	<ul style="list-style-type: none"> • Faculty and SS staff collaborate on student issues during PASS committee 	Ongoing	Student Services Academics

Goal 3: Develop and implement a comprehensive academic program assessment plan

Related Activities

- a) Revise and condense the Institutional Learning Outcomes (ILOs)
- b) Revise and continue to implement a program assessment plan for all programs
- c) Complete curriculum mapping for all programs
- d) Assess the effectiveness of program learning outcomes (PLOs) for each program

Related Activity	Indicators	Actions	Timeline	Primary Department(s)
a	Reduce ILOs from 18 to five or four	<ul style="list-style-type: none"> • Faculty and staff discuss and evaluate current ILOs • Faculty and staff meet to collaborate on new ILOs • Create and finalize new ILOs 	Spring 2019 – Fall 2019	Academics
b	Revised Program Assessment Plan	<ul style="list-style-type: none"> • Revise the Program Assessment Plan from the previous (pre-2019) version to a current version reflecting the practices that were 	Fall 2020 – Fall 2021	Academics Assessment & IR

		identified during the most recent program assessment cycle		
c	Curriculum maps	<ul style="list-style-type: none"> • Create a curriculum mapping process • Familiarize faculty with curriculum mapping practices • Deploy and collect faculty curriculum mapping forms • Create curriculum maps 	Spring 2020 – Spring 2021	Academics Assessment & IR
d	PLO Assessment Reporting	<ul style="list-style-type: none"> • Create a PLO assessment model that incorporates indigenous assessment practices • Implement a PLO assessment model with the use of curriculum maps and student work artifacts • Assess PLOs in all academic programs 	Fall 2019 – Fall 2021	

Goal 4: Develop and implement an effective student advising model that incorporates faculty and staff in the success of students

Related Activities

- a) Use data to revise the advising model to serve student needs better
- b) Prepare students for successfully entering the workforce or transferring to a four-year institution through effective advising

Related Activity	Indicators	Actions	Timeline	Primary Department(s)
a	Survey to assess advising	<ul style="list-style-type: none"> • Develop a survey to evaluate orientation, advising, financial aid, and registration processes • Yearly implementation of a survey to evaluate orientation, advising, financial aid, and registration processes 	Fall 2019	Assessment & IR
a	Changes in advising model	<ul style="list-style-type: none"> • Disseminate the results of data collection about orientation, advising, financial aid, and registration processes 	Fall 2019 – Fall 2021	Academics Student Services Assessment & IR

		<ul style="list-style-type: none"> • Discuss changes that may need to be made to these processes among faculty and staff • Implement recommended changes in the advising process 		
b	Number of students who successfully entered the workforce or transferred to a four-year institution after graduating from LLTC	<ul style="list-style-type: none"> • Each semester Student Services coordinates for on-site and off-campus job fairs, along with transfer trips/tours of four-year institutions. • Faculty advise students on career and education choices after LLTC 	Ongoing	Student Services Academics

Strategic Priority 2. In support of the college mission, preserve and promote Anishinaabe lifeways, language, social practices, and world view as an Anishinaabe centered learning institution.

Goal 1: Increase the integration of Anishinaabe culture into campus life and activities

Related Activities

- a) Increase student attendance of cultural campus events
- b) Increase brand and cultural value awareness through the strategic use of the college website, social media, LLTC digital displays, and outside advertising.

Related Activity	Indicators	Actions	Timeline	Primary Department(s)
a	Number of students attending cultural events on campus Community Needs Survey	<ul style="list-style-type: none"> • Develop an ad campaign to promote cultural events at the college • Yearly implementation of a survey to evaluate cultural events at the college • Increase the number of cultural events held on campus • Identify a funding source for the campus Pow Wow 	Fall 2019 – Spring 2025	Marketing Academics Student Services Finance
b	Number of community members (non-students) attending cultural events on campus Community Needs Survey	<ul style="list-style-type: none"> • Develop an ad campaign to promote cultural events at the college • Yearly implementation of a survey to evaluate cultural events at the college • Increase the number of cultural events held on campus • Identify a funding source for the campus Pow Wow 	Fall 2019 – Spring 2025	Marketing Academics Student Services Finance
c	Number of ad campaigns (radio, billboard, social media)	<ul style="list-style-type: none"> • Utilize billboard ads in the Bemidji, Cass Lake and other areas • Utilize radio advertisement 	Fall 2019 – Spring 2025	Marketing

	Community Needs Survey	<ul style="list-style-type: none"> Attend a professional development on marketing (Marketing and Multimedia Specialist) 		
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Goal 2: Increase the use of Ojibwe language across the LLTC curriculum

Related Activities

- a) Assess the use of Ojibwemowin in all courses offered at LLTC
- b) Increase the use of Ojibwe words in all courses offered at LLTC by 20%

Related Activity	Indicators	Actions	Timeline	Primary Department(s)
a	Number of classes where Ojibwemowin is used	<ul style="list-style-type: none"> Program Learning Outcomes (PLO) assessment Curriculum mapping 	Fall 2019 – Spring 2020	Academics Assessment & Institutional Research
b	Number of classes where Ojibwemowin is used	<ul style="list-style-type: none"> Conduct faculty professional development and training on the use and addition of Ojibwe words and phrases into the curriculum. 	Fall 2019 – Spring 2025	Marketing Academics Student Services Finance

Strategic Priority 3. Continue to build the college’s capacity to serve as the area’s premier community-centered institution based on a holistic approach in alignment with LLTC’s land grant status.

Goal 1: Plan, resource, and hold scheduled campus cultural events

Related Activities

- a) Allocate a yearly budget to the LLTC campus Pow Wow
- b) Engage the community in the college Pow Wow event
- c) Increase community attendance of cultural campus events

Related Activity	Indicators	Actions	Timeline	Primary Department(s)
a	Dollars available for LLTC Pow Wow event	<ul style="list-style-type: none"> • Identify a funding stream for the campus Pow Wow • Identify fundraising aimed at Pow Wow • Involve Student Senate and Culture, Language, and Community Committee 	Fall 2020 – Spring 2022	Marketing Finance
b	Number of community members who attend the college PowWow	<ul style="list-style-type: none"> • Develop an effective marketing strategy for campus Pow Wow and other cultural events on campus 	Fall 2021 – Spring 2022	Marketing
c	Number of advertisements for community events	<ul style="list-style-type: none"> • Increase the number of advertisements for campus events that are open to the community by 20% as compared to Fall 2019 (pre-current Strategic Plan) 	Fall 2020 – Spring 2025	Marketing Student Services

Goal 2: Increase community awareness and engagement with LLTC’s Extension and Community Education offerings

Related Activities

- a) Increase awareness of Extension education offerings through the strategic use of the college website, social media, LLTC digital displays, and outside advertising
- b) Increase attendance/enrollment in Extension education classes by 20%
- c) Implement CEU granting courses for community members and professionals in the state of Minnesota

Related Activity	Indicators	Actions	Timeline	Primary Department(s)
a	Number of advertisements during one calendar year	<ul style="list-style-type: none"> • Develop a cohesive plan for the marketing of Extension education offerings during and outside of the academic year • Implement a marketing plan to advertise and increase awareness of extension offerings 	Fall 2020 – Spring 2022	Marketing Finance
b	Number of community members who enroll in and attend the Extension education classes	<ul style="list-style-type: none"> • Increase attendance/enrollment in Extension education classes by 20% 	Fall 2021 – Spring 2022	Marketing
c	Number of yearly CEU granting courses offered at LLTC	<ul style="list-style-type: none"> • Identify CEU course opportunities • Identify the LLBO employees’ need for CEUs • Develop one new CEU offering per year of Strategic Plan 	Fall 2020 – Spring 2025	Academics

Goal 3: Develop and implement a plan to access 1994 land grant funding opportunities

Related Activities

- a) Increase cultural and educational community practices (through building land grant integration capacity)
- b) Fund a Wellness Center for student and community use
- c) Maintain archiving and preservation practices through the LLTC Bezhighoogahbow Library and Archive

Related Activity	Indicators	Actions	Timeline	Primary Department(s)
a	Land grant funds access and use	<ul style="list-style-type: none"> • Create a pathway for land grant funding integration, which involves a committee and a way to receive continuous community input • Identify or hire individuals who will work on accessing and implementing land grant funding 	Fall 2020 – Spring 2023	President Human Resources Academics
b	Wellness Center use and performance	<ul style="list-style-type: none"> • Identify and allocate funding for the Wellness center • Hire an individual to operate the Wellness Center • Expand Wellness center offerings to serve campus and community needs • Implement a continuous evaluation of the Wellness Center performance 	Fall 2021 – Spring 2025	President Human Resources Academics Student Services Marketing DAIR
c	Library archiving and preservation activity	<ul style="list-style-type: none"> • Begin collaboration with LLBO on preserving and maintain their historical materials • Identify and access funds for cultural preservation activity • Create a procedure protocol and manual for the archival process and access 	Fall 2021 – Spring 2025	President Library Facilities

Strategic Priority 4. Provide professional development opportunities to faculty and staff; to include the development of professional relationships with tribal government.

Goal 1: Provide relevant professional development to staff and faculty emphasizing distance learning and supporting non-traditional students

Related Activities

- a) Identify professional development opportunities for faculty and staff based on their feedback and college’s needs
- b) Identify and allocate funding amounts for faculty and staff professional development
- c) Develop and implement staff and faculty training in Safety and Security

Related Activity	Indicators	Actions	Timeline	Primary Department(s)
a	Number of professional development opportunities available to LLTC faculty and staff	<ul style="list-style-type: none"> • Survey faculty regarding the type of professional development they would like to have available • Identify opportunities for professional development • Fund or otherwise make available relevant professional opportunities for faculty and staff 	Fall 2020 – Spring 2022	Academics DAIR
b	Dollars available for faculty professional development	<ul style="list-style-type: none"> • Identify and allocate funding for faculty professional development 	Fall 2021 – Spring 2025	Finance Academics
c	Faculty training in Safety and Security	<ul style="list-style-type: none"> • Develop and implement faculty training in Safety and Security 	Fall 2020 – Spring 2021	Facilities

Goal 2: Review and update all LLTC policies and procedures

Related Activities

- a) Develop a five-year cycle for the review and development of policies by department
- b) Create relevant succession planning procedures and documentation

c) Create succession protocols for all Administration positions at LLTC

Related Activity	Indicators	Actions	Timeline	Primary Department(s)
a	A five-year cycle for the review and development of policies	<ul style="list-style-type: none"> Develop and implement a five-year cycle for the review and development of policies 	Fall 2020 – Spring 2021	Human Resources
b	Succession planning procedures documentation	<ul style="list-style-type: none"> Create relevant succession planning procedures and documentation 	Fall 2021 – Spring 2023	All Departments
c	Succession protocols for all Administration positions	<ul style="list-style-type: none"> Create relevant succession protocols for all administration positions 	Fall 2020 – Spring 2021	All Departments (Administrators)

Goal 3: Become the central Institutional Review Board (IRB) for the Leech Lake tribal government

Related Activities

- a) Build a relationship with LLBO around the Institutional Review Board (IRB) and research services that LLTC can provide
- b) Begin serving as the IRB for LLBO

Related Activity	Indicators	Actions	Timeline	Primary Department(s)
a	Meeting with LLBO administration	<ul style="list-style-type: none"> Present relevance of IRB and dangers of allowing unvetted research activities with Native 	Fall 2020 – Spring 2022	President DAIR LLTC IRB
b	Serving as IRB for LLBO	<ul style="list-style-type: none"> Serving as IRB for LLBO 	Spring 2022 and ongoing	DAIR LLTC IRB

Strategic Priority 5. Ensure that Leech Lake Tribal College attains and manages the resources to provide the infrastructure and vital capabilities in all areas of the institution: personnel, fiscal oversight, physical facility, and technological support.

Goal 1: Safeguard the LLTC’s assets to ensure the stability and viability of maintaining a safe, healthy, and spiritually holistic campus facility.

Related Activities

- a) Regularly (yearly) review and refine plans to maintain and or attain infrastructure
- b) Maintain a secure IT network and infrastructure on campus
- c) Retain and hire all necessary positions within the college

Related Activity	Indicators	Actions	Timeline	Primary Department(s)
a	Monthly and annual planning in Operations and committee meetings	<ul style="list-style-type: none"> • Maintain a safe and clean campus for students, staff, and faculty • Upgrade classroom presentation equipment for quality delivery to our students • Clean and maintain grounds to keep a natural, safe campus for all users • Plan for a minimum of one major renovation project per year. • Keep all entrances and walkways in good working order for all users’ safety and access to campus 	Fall 2020 and continuous	Maintenance IT Operations Committee
b	Research and IT planning meetings Regular requests and needs of staff and faculty	<ul style="list-style-type: none"> • Annual budget planning based on SP and future infrastructure needs • Replace obsolete equipment (three to five years old) with upgraded equipment • Continued service agreements for software and network support • Continued research with IT trends and needs of our students, staff, faculty and community 	Fall of 2020 and ongoing.	IT Operations

		<ul style="list-style-type: none"> • Constant monitoring of network infrastructure using various software platforms for continued network security 		
c	Number of vacant positions yearly	<ul style="list-style-type: none"> • The college will work with local chambers of commerce and other business agencies to help promote Northern Minnesota as a great place to live and work • Job advertising outside of Minnesota and the Upper Midwest into other Indian countries to see if qualified candidates respond • Increase professional networking • Scale down "wish lists" and be realistic about the qualified talent pool in a rural area • The college and HR department will work with the LLTC multimedia and marketing specialist to brand itself as a "best employer" • Introduce telecommuting as a "perk" to faculty outside our area. 	Fall 2020 – Spring 2025	President HR Department Administrators
c	Number of retained employees each year	<ul style="list-style-type: none"> • Identify positions that have high turnover and work together as an institution to determine the main issues in that position that is causing the turnover • Develop strategies to remedy high turnover • Anonymous annual employee surveys to identify strengths and weaknesses in the college. • Develop growth and advancement opportunities such as increased responsibilities or cross-training 	Fall 2020 – Spring 2025	President HR Department Administrators

		<ul style="list-style-type: none"> • Develop succession planning to retain highly productive employees • Develop work/life programs that help employees have a sense of “purpose” 		
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Goal 2: Identify and secure new streams of grant funding while maintaining current funding and fundraising

Related Activities

- a) Maintain existing yearly fundraising campaigns
- b) Create new yearly fundraising campaigns to increase LLTC’s fiscal stability
- c) Identify new grant funding opportunities
- d) Allocate funding for, develop, and staff a grant writer/fundraising position

Related Activity	Indicators	Actions	Timeline	Primary Department(s)
a	Number of yearly fundraising events	<ul style="list-style-type: none"> • Maintain the current yearly fundraising activities (golf tournament, Give to the Max, Lakers basketball fundraiser) 	Ongoing	Marketing
b	Number of new fundraising campaigns	<ul style="list-style-type: none"> • Identify new fundraising opportunities for the college 	Fall 2021 – Spring 2025	President Marketing
c	Number of new grant funding opportunities	<ul style="list-style-type: none"> • Identify new grant funding opportunities 	Fall 2020 – Spring 2025	President Academics Student Services DAIR
d	Funding and hiring of a grant writer	<ul style="list-style-type: none"> • Identify and allocate funding for a grant writer position • Hire a qualified grant writer 	Fall 2022 – Spring 2025	President Human Resources

Goal 3: Develop, implement, and maintain an effective marketing and recruitment strategy with measurable student recruitment and community engagement outcomes

Related Activities

- a) Increase marketing efforts by 20% over the five-year strategic plan period
- b) Maintain social media and existing electronic forms of marketing
- c) Add content to LLTC website
- d) Create new marketing campaigns (e.g., physical place advertisement)
- e) Refine marketing directed at community events and Extension Education

Related Activity	Indicators	Actions	Timeline	Primary Department(s)
a	Number of yearly marketing campaigns	<ul style="list-style-type: none"> • Increase marketing campaigns by 4% each year 	Fall 2020 – Spring 2025	Marketing
b	Ongoing social media and existing marketing (as of Fall 2020)	<ul style="list-style-type: none"> • Maintain social media and existing electronic forms of marketing 	Ongoing	Marketing
c	Additional content on LLTC website (post Fall 2020)	<ul style="list-style-type: none"> • Add bookstore option to the LLTC website • Add Institutional Research content to LLTC website • Add shopping cart option for food pantry items to LLTC website 	Fall 2020 – Spring 2025	Marketing DAIR Student Services
d	Number of physical place (billboard, ads) advertisements	<ul style="list-style-type: none"> • Develop billboard and other physical advertisements throughout the Bemidji and Cass Lake area 	Fall 2020 – Spring 2025	Marketing
e	Advertising plan for the Extension	<ul style="list-style-type: none"> • Create an advertising plan for the LLTC Extension 	Fall 2021 – Spring 2022	Extension Marketing
e	Number of advertisements/promotions of Extension	<ul style="list-style-type: none"> • Based on the advertising plan for the LLTC Extension, create advertisements/promotions for the Extension 	Spring 2022 – Spring 2025	Extension Marketing