



STRATEGIC PLAN 2026-2030

Mino-Bimaadiziwin In Action



**Prepared by Project Mosaic and White Crane Consulting
for Leech Lake Tribal College**

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EXECUTIVE SUMMARY

The Leech Lake Tribal College (LLTC) Strategic Plan for 2026-2030 is deeply rooted in the Anishinaabe worldview and guided by the principle of *Mino-Bimaadiziwin – living a good life in balance*. This comprehensive plan, developed through extensive community engagement, faculty, staff, and Elder and Knowledge Keepers' input, articulates a transformative vision for the college's future. Central to this vision is the concept of **Anishinaabewaadizing—where being Anishinaabe happens**—signifying that, for LLTC, being Anishinaabe and being educated are not separate paths, but rather a unified, holistic journey. The LLTC strives to ensure its students never have to choose between their rich cultural heritage and their career aspirations, aiming to help them achieve a balanced, good life as a lived reality, no matter their cultural heritage.

This guiding philosophy is intricately woven into five interconnected strategic priorities and Anishinaabe world views: Student Pathways (*Gidina'oonagoowizimin*); Anishinaabe Lifeways (*Gidanishinaabewaadizimin*); Community Partnerships and Engagement (*Gimaamawichigemin*); Organizational Capacity and Commitment (*Giwiikwajitoomin*); and Financial Facilities Commitment (*Giganawendaamin*). Student Pathways emphasizes holistic support within a culturally affirming environment, helping students realize their inherent gifts. Anishinaabe Lifeways directly embodies *Anishinaabewaadizing* by actively preserving, promoting, and expanding Anishinaabe culture, language, and traditional knowledge throughout the curriculum and campus life. These internal strengths are supported by Community Partnerships & Engagement, which fosters strong relationships and outreach. Organizational capacity and commitment, along with financial and facilities commitment, serve as foundational pillars, providing the necessary strength and resources to implement this Anishinaabe-centric educational model successfully.

The Mino-Bimaadiziwin, Seven Grandfather Teachings guide the LLTC vision: Gwayakwaadiziwin (Honesty), Debwewin (Truth), Inendizowin (Humility), Zaagi'idiwin (Love), Nibwaakaawin (Wisdom), Zoongide'iwini (Courage), and Manaaji'idiwin (Respect) in decisions, interactions, and initiatives. Ultimately, this strategic plan aims to transform LLTC into a resilient, data-informed, and student-ready institution. By integrating *Anishinaabewaadizing* across all facets of the college, LLTC is poised to provide culturally grounded, high-quality education that meets the unique needs of its students, honors its mission, and serves as a vital pathway to academic achievement, cultural grounding, and community empowerment for the Anishinaabe people of Minnesota.



ACKNOWLEDGEMENTS

Leech Lake Tribal College (LLTC) is committed to creating Mino-Bimaadiziwin. LLTC extends its gratitude to the students, faculty, staff, the Board of Trustees, and the community who participated in developing the 2025–2030 LLTC Strategic Plan, as well as to the Tribes of Minnesota.

Prairie Island Indian Community | *Tinta*

Wita

Shakopee Mdewakanton Sioux

Community | *Mdewakanton*

Upper Sioux Community | *Pezihutazizi*

Oyate

Lower Sioux Indian

Community | *Cansa'yapi*

White Earth Nation | *Gaa-*

waabaabiganikaag

Bois Forte Band of

Chippewa | *Asabiikone-zaag'igan*

Fond du Lac Band of Lake Superior

Chippewa | *Nagaachiwonong*

Grand Portage Band of

Chippewa | *Gichi Onigaming*

Leech Lake Band of Ojibwe | *Gaa-*
zagaskwaajimekaag

Mille Lacs Band of Ojibwe | *Misi-*
zaaga'iganiing

Red Lake Nation | *Miskwaagamiwi-*
Zaagaiganing

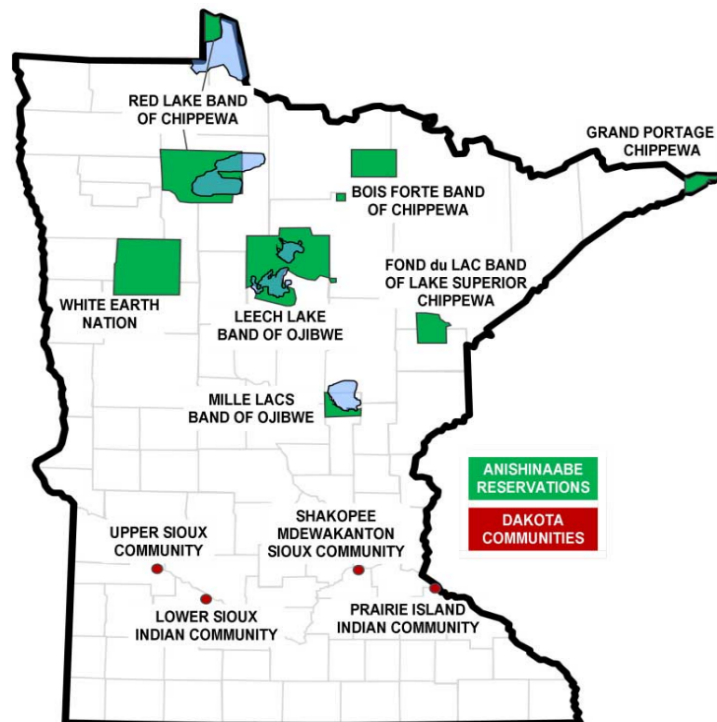


Figure 1: Image citation: Tribal State Relations Training: Tribal Nations within Minnesota:

<https://www.dot.state.mn.us/tribaltraining/nations.html>

Additionally, LLTC would like to acknowledge the ancestors, grandmothers and grandfathers whose spirits and prayers guide the college's mission and values. *Miigwech!*



INTRODUCTION

Boozhoo! Leech Lake Tribal College (LLTC) continues to plan for the future, guided by the principle of *Mino-Bimaadiziwin – living a good life in balance*. LLTC, working in collaboration with Project Mosaic and White Crane Consulting (both Indigenous and woman-led consulting groups with extensive experience supporting Tribal colleges and Native-serving institutions), organized the 2026-2030 strategic planning process with LLTC board members, staff, faculty, and Elders, in a 3-day strategic planning retreat.

LLTC MISSION, VISION, AND VALUES

Mission: LLTC provides quality higher education grounded in Anishinaabe values.

Values: The strategic plan emphasizes the Mino-Bimaadiziwin “Seven Grandfather Teachings”: Honesty, Truth, Humility, Love, Wisdom, Courage, and Respect.

Vision: LLTC will be recognized as a center of academic excellence that advances the Anishinaabe worldview.

- 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 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

Institutional Learning Outcomes: Assessment of student learning is the systematic process of gathering, interpreting, and using information regarding student academic performance and perceptions for the purpose of improving student learning and the quality of academic programs. Leech Lake Tribal College students will be able to:

- Apply Anishinaabe ways of knowing and being in order to live a good life in a global society
- Demonstrate social, economic, and environmental stewardship as responsible citizens in a diverse society
- Employ effective communication skills through a variety of media and contexts



- Practice quantitative literacy and critical analysis to continue personal and intellectual growth

MINO-BIMAADIZIWIN: "SEVEN GRANDFATHER TEACHINGS"

The Mino-Bimaadiziwin, also known as the Seven Grandfather Teachings, guide LLTC's vision, mission, and work. Mino-Bimaadiziwin is a set of guiding principles originating with the Anishinaabe that provide a moral and cultural foundation for living a good life. Each Grandfather teaching is associated with an animal that helps illustrate its meaning. The teachings include Wisdom, Love, Respect, Bravery, Honesty, Humility, and Truth. These principles are considered interconnected and are intended to be practiced in conjunction to achieve a balanced life, centered on the holistic wellness of students, alumni, staff, faculty, and the broader community.



HISTORY OF LEECH LAKE TRIBAL COLLEGE

The Leech Lake Band of Ojibwe (LLBO) established LLTC 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 held its first graduation ceremony. It consisted of one student, a young Ojibwe man named Sean Fahrlander, who had just gotten out of military service. At the time, he was reflecting on 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 LLTC. It began small in the old brown log building, located south of the burned-out wild rice silo in Cass Lake. This building served many uses over many years, and people said it was haunted. Corpses were stored in the basement there during the winter months until the frozen ground on 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 pullover and a 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 noted the small, hastily prepared podium provided for his use. Sean rested his hands on the podium, and when he removed them, he found white paint on the palms of his hands. It had been painted white, maybe forty-five minutes before graduation.

The two members of his family who attended his graduation ceremony were Nancy Kingbird and Warren Tibbets. Remembering the event, Sean was speechless for a while, his heart overflowing with love and memories. They blocked his vocal cords and caused tears to flow. He loved his grandparents, knowing they were very proud of his accomplishments and loved him dearly.

Sean was the first of many graduates of LLTC, whose first President was Larry Aitken. President Aitken always advocated for language and culture to be at the forefront of the mission of the college. He honored the Indigenous women through courses and the tribal college's 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.

In response to 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 take 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 played a role in his journey to understand himself as an



Anishinaabe man. The tribal college would move on, 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. In 1994, seventeen graduates completed their Associate of Arts and Associate of Applied Science degrees. By the spring of 1995, the number of graduates had increased to twenty-four.

The college, located on the Leech Lake Reservation, 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, in two-year technical programs leading to Associate of Applied Science degrees, or in one-year vocational programs.

From its beginnings in the old log building south of the burned-out wild rice silo to the multi-building campus LLTC is today, the college's and community's dedication to the education of its people is evident. This commitment was further demonstrated when the Bezhigoogahbow Library opened on campus in February of 2015.

Today, LLTC includes approximately 175 students served by 65 faculty, staff, and administrators. Most of our students come from the Leech Lake Reservation, the surrounding areas, and are open enrollment. 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.

LLTC ACHIEVEMENTS

LLTC has a deep connection to its community and a commitment to fostering a culturally rich and supportive learning environment. The College is recognized as the "*heart of this reservation*," emphasizing the board's dedication to its mission. There is a strong desire to "restart better" after the COVID-19 pandemic and leadership changes, with a focus on doing things "in a good way," by emphasizing culture, increased employee, student, and community involvement, and rebuilding relationships. Actively seeking input from the community, including elders in classes, and integrating an Elder-in-Residence program demonstrates a commitment to honoring Indigenous knowledge and traditions.

Efforts are underway to understand and address knowledge gaps, ensuring information is accessible and meets the community's needs. By reassuring the community of its successes and



vision for nation-building, LLTC aims to inspire student contributions toward community development, environmental stewardship, and Indigenous leadership. The call to boldly embrace its Indigenous identity and prioritize professional staff development further exemplifies a commitment to growth and excellence. Sharing survey results and the strategic plan will further foster transparency and collaboration, reinforcing LLTC's dedication to serving as a vital community asset.

OBSTACLES AND CHALLENGES

The LLTC strategic planning retreat highlighted several interconnected challenges related to operational capacity, resources, leadership, and the impact of the COVID-19 pandemic. Staffing issues stem from a combination of factors, including lower pay leading to staff and faculty turnover, budgetary constraints that limit hiring, and the need for specialized training, which often prompts employees to seek opportunities elsewhere. Space limitations and the exploration of virtual workforce models further complicate operational capacity. Efficient operational management is hampered by unstable grant funding, vulnerable to federal and state cuts, and program funding, especially for vital cultural initiatives.

To address these challenges, significant emphasis was placed on strengthening the relationship with the LLBO through improved communication, mutual event participation, and demonstrating the value of LLTC's offerings, particularly in cultural maintenance, which is essential for federal recognition. Leadership instability, marked by high turnover and a college presidential vacancy since April 2025, was recognized as a critical obstacle with the LLTC president's resignation. This provides the search committee with an opportunity to prioritize candidates who support shared governance, align with the strategic plan, and foster stable leadership. Developing a five-year budget aligned with the strategic plan and diversifying revenue streams, including exploring an endowment and seeking financial support from the Tribal council and Minnesota Chippewa Bands, were identified as key strategies for long-term economic sustainability.

The COVID-19 pandemic significantly impacted Tribal colleges and their students, staff, and faculty, exacerbating existing challenges and creating new obstacles to educational access and success. Many Tribal colleges, which often serve geographically isolated and economically disadvantaged communities, faced immediate disruptions as they transitioned to remote learning environments. The digital divide became even more pronounced, as many students lacked reliable internet access and necessary technology at home, hindering their ability to participate in online classes and complete assignments.



Beyond the technological barriers, the COVID-19 pandemic also had profound social, emotional, and economic consequences for LLTC students, staff, and faculty. Many students faced increased financial insecurity due to job losses or reduced work hours, making it difficult for them to afford tuition, housing, and necessities. The closure of the campus and the shift to remote learning also disrupted students, staff, and faculty social networks and support systems, leading to feelings of isolation and anxiety. Furthermore, the pandemic disproportionately affected Indigenous communities, with higher rates of infection and mortality, adding to the stress and trauma experienced by students and their families. In response, LLTC had to adapt quickly, providing emergency financial aid, expanding mental health services, and working to bridge the digital divide through technology loans and internet access programs.

Despite the many challenges faced by LLTC students, staff, faculty, and the broader community, the resilience and adaptability inherent within the Leech Lake Tribal community remain. LLTC demonstrated its commitment to student success by rapidly deploying resources to address immediate needs, such as emergency financial aid and technology assistance. Faculty and staff worked tirelessly to create engaging online learning experiences while prioritizing student well-being. The strong sense of community within LLTC and the surrounding tribal area fostered mutual support and encouraged perseverance. Despite the hardships, LLTC leveraged its unique position as a cultural hub to provide culturally relevant resources and maintain connections, reinforcing a collective commitment to overcoming adversity and ensuring the continuity of education and community well-being.

ENVIRONMENTAL SCAN

An environmental scan was conducted that provides a comprehensive annual assessment of internal and external factors that influence LLTC's strategic direction and operational effectiveness. For the LLTC, this process is instrumental in ensuring that the ambitious goals and strategies outlined in the LLTC Strategic Plan 2026-2030 are not only relevant but also adaptable and effectively implemented. An environmental scan evaluates internal capabilities, external opportunities, potential threats, and evolving community needs, enabling LLTC to fine-tune its initiatives across all strategic priorities. This continuous awareness supports the college's commitment to *Anishinaabewaadizing*, allowing LLTC to proactively adjust its programs, resources, and outreach to remain responsive to community needs, leverage emerging opportunities, and mitigate potential challenges, thereby ensuring the successful realization of its vision and mission. The following sections summarize key insights gleaned from previous strategic planning, recent community surveys, and a comprehensive economic market analysis, all of which inform the current strategic direction.



2025 MINO-BIMAADIZIWIN IN ACTION STRATEGIC PLANNING COMMUNITY-BASED SURVEY

The 2025 Mino-Bimaadiziwin in Action Strategic Planning Community-Based Survey was conducted during the summer and fall of 2025. LLTC staff and faculty distributed the survey to students, staff, and faculty. They attended several community events across several districts to ensure a wide distribution of respondents, resulting in 383 total surveys completed. The survey respondents predominantly identify as female (74%) and AI/AN (88%), with a strong affiliation to the Leech Lake Band of Ojibwe (58%). The largest age groups are 35-44 (21%) and 25-34 (20%), indicating a significant share of the working-age adult population. Geographically, a substantial majority reside in District 3 (61%). While 67% identify as community members, a notable percentage are also students (24%) or staff (13%).

Table 1: Findings from the LLTC Mino-Bimaadiziwin in Action Strategic Planning Community-Based Survey

Topic	Finding
Demographics	Most of the survey respondents were female (74%), while 24% were male, and a small percentage identified as non-binary or declined to disclose their gender; and most were affiliated with the Leech Lake Band of Ojibwe (58%). The largest age groups were 35-44 years old (21%), 25-34 years old (20%), and 45-54 years old (18%). The majority of respondents reported living in District 3 (Bemidji, Cass Lake, etc.) (61%)
Role at LLTC	The majority of respondents identified as community members (67%), Students (24%), Staff (13%), and Faculty (4%).
Formal Education	Respondents reported some college (28%), Associate's Degree (19%), High school Diploma, and Bachelor's Degree, each at 12%.

The survey responses indicated that LLTC's role in the community highlights strong existing connections, significant educational aspirations, and clear preferences for learning modalities and institutional values. A notable portion of the community plans to attend college in the near future (18% within 1-5 months), indicating a robust demand for LLTC's offerings, further reinforced by a substantial percentage (44%) having family members who have attended the college. The community demonstrates high digital literacy, with a large majority having home



internet access (90%) and feeling comfortable using computers (73%), suggesting a readiness for digital and online learning.

In terms of educational attainment, the largest single group reported having "Some College (not yet earned a degree)" (28%), followed by those with an associate's degree (19%). These demographics paint a picture of an engaged, predominantly Tribal community with diverse educational backgrounds. Respondents clearly articulated their needs for family support of education, prioritizing financial assistance (54%), culturally humble faculty (27%), and family support (26%). Preferred class schedules cluster around weekdays, especially Tuesdays and Wednesdays, during morning and afternoon hours, and a preference for in-person classroom instruction (60%) is balanced by strong interest in hybrid models (33%).

Crucially, there is overwhelming affirmation (over 80% strongly agree or agree) that LLTC effectively instills Anishinaabe values, teaches community responsibility, economic stewardship, environmental care, global citizenship, critical thinking, and effective communication. The community primarily accesses LLTC information via the web and social media, and suggests these channels, along with community gatherings, for improved communication. Finally, there's a strong desire for specific programs such as Ojibwe Language (52%) and Indigenous Leadership (49%), as well as micro-credentials, indicating clear pathways for future academic and professional development responsive to community and cultural needs.

Student responses from the survey highlight a deeply connected, aspirational, and culturally aligned student body. These students, predominantly female, Native American (primarily Leech Lake affiliated), and concentrated in District 3, express a strong intent to pursue higher education, with many planning to attend college within the next 1-5 months and maintaining significant familial ties to LLTC. While most report home internet access and comfort with technology, a notable segment (41%) lacks home computers, indicating a digital access gap. For their educational journey, financial assistance, academic readiness, and family support are identified as crucial factors. Students prefer traditional classroom settings complemented by hybrid models, favoring weekday classes in the mornings and afternoons. Overwhelmingly, they affirm LLTC's success in instilling Anishinaabe values and teaching holistic responsibility for community, the economy, the environment, and global citizenship, underscoring the importance of Anishinaabe lifeways as a top strategic priority. Indigenous Leadership, Ojibwe Language programs, and micro-credentials are among their most popular program areas of interest. Micro-credentials are digital certificates or badges that recognize mastery of specific, in-demand skills or competencies, achieved through short, focused learning programs that are much shorter than traditional degrees. They focus on practical, measurable outcomes, project management, or specific industry knowledge. The primary channels for accessing LLTC



information are the web and social media, which are also highlighted as key areas for communication improvement.

The survey responses from LLTC staff and faculty paint a picture of a diverse and engaged workforce, primarily aligned with the college's mission and values. Demographically, faculty tend to be older, predominantly male, and concentrated in District 3, while staff are primarily female and spread across various districts, with both groups strongly affiliated with local Tribes. Both staff and faculty are comfortable with technology and have access to digital resources, and they favor traditional and hybrid learning methods. There is strong consensus that LLTC effectively embodies the Seven Grandfather Teachings and fosters community care and good citizenship, with faculty prioritizing "Support for teaching and learning" in strategic planning. Looking ahead, many staff and faculty intend to pursue further education. At the same time, most view LLTC's vision positively and rate the 2020-2025 Strategic Plan as having "Met Expectations," indicating a stable and generally satisfied institutional environment.

The survey responses regarding LLTC Vision and Strategic Planning reveal a community largely aligned with the college's core direction and a generally positive perception of its strategic efforts. A significant majority of respondents affirm that LLTC's mission statement, centered on quality higher education grounded in Anishinaabe values, has a "significant" (41%) or "high" (28%) impact. Similarly, the college's vision for advancing the Anishinaabe worldview and empowering lifelong learners is perceived positively, with 50% agreeing and 33% strongly agreeing that LLTC is meeting these goals. When asked about preferred underlying principles, the community highly values LLTC's role in preparing students for transfer to other institutions (47%) and providing associate degree programs (37%).

Regarding the success of the 2020-2025 Strategic Plan's individual priorities, a consistent pattern emerges where most respondents perceive "moderate" or "significant" success across all five areas: student pathways, Anishinaabe lifeways, community partnerships, organizational capacity, and financial/facilities commitment. For instance, Anishinaabe lifeways and community partnerships both garnered "significant" success ratings from over one-third of respondents, with "moderate" being the next most common response. Overall, the 2020-2025 Strategic Plan is seen as successful, with 69% stating it "met expectations" and 24% indicating it "Exceeded expectations." When ranking strategic priorities, "Anishinaabe lifeways" and "Support for teaching and learning" were deemed most important.

The qualitative feedback from the LLTC Community Survey provides valuable insights across various aspects of the college's operations and strategic directions. Qualitative questions included: **"What specific suggestions do you have for improving the next Strategic Plan?"; "Is there anything else you would like LLTC to know?"; and "Recommendations."**



Regarding suggestions for improving the vision statement, common themes included Organizational Principles, Cultural Awareness, Community Engagement and Participation, Community Building and Values, and Leadership and Representation, with most feedback focusing on how LLTC can support opportunities for the community. For example, one participant states, *"More workforce development opportunities for the community. Create a more solid working relationship with the Ojibwe Tribal government. Complete the upgrade of the college technology infrastructure. Seek funding for college-owned housing for students, faculty, and staff."* This statement reflects the need for academic support, student housing, transportation, infrastructure, technology, and community partnerships and relationships. Additionally, representatives made comments regarding communications with the community. For example, one participant states, *"more info out there, more events,"* and another offers suggestions for recruitment: *"Maybe video demonstrations for applying for school and intros for the programs? For example, testimonies of students'/graduates' experiences and their success. Kinda give an idea of what students are getting into and where graduates went with their degrees."*

Focusing on improvements for the next strategic plan, respondents identified key areas such as Strategic Planning and Improvement, Event and Program Development, Personal Development and Support, Community Engagement and Participation, Staff and Workforce Management, Community Partnerships and Relationships, Institutional Satisfaction and Support, Student Experience and Outcomes, Indigenous and Cultural Initiatives, and Online and Digital Learning, predominantly with neutral or positive feedback. Many of the responses shared statements of affirmation, such as *"Keep doing good work"*, *"ceremonies save lives,"* and *"open to what comes next/enjoyed attending LLTC"*. Respondents also provided suggestions in these areas, including: *"If you offer community engagement events, advertise them more widely!"* and *"more info out there, more events."* Indicating a desire of the community to be more included in LLTC campus life.

Lastly, to obtain additional comments from LLTC, discussions were held on Cultural Events and Ceremonies, Communication and Community Engagement, Training and Programming, Student Housing and Transportation, Staff Management and Development, Strategic Organizational Planning, Educational Opportunities and Programs, and Cultural and Traditional Knowledge, with most comments neutral or positive. The 2025 Community Survey provides clear recommendations for LLTC to refine its program offerings and enhance community engagement. A primary recommendation is to prioritize the development and enhancement of Associate's degree programs in Ojibwe Language and Indigenous/Ojibwe Art, given the community's strong interest. Respondents shared that LLTC should consider developing and promoting fully online Associate's degree programs, as a significant majority of respondents indicated a high likelihood of enrolling in such flexible learning options.



A crucial area for improvement is increasing community awareness and promotional efforts for all LLTC program offerings, with a particular focus on publicizing professional certificates, workforce development initiatives, and community extension programs where knowledge gaps were identified. Specifically, LLTC should expand and promote community extension offerings in high-interest areas such as Indigenous food-related education, arts and crafts, and mental health. By addressing these areas, LLTC can directly meet expressed community needs, boost enrollment, and further solidify its role as a responsive and culturally relevant educational institution. Overall, the qualitative responses consistently underscore the community's desire for LLTC to reinforce its commitment to cultural values, deepen its engagement with the community, maintain transparent communication, and provide robust support for both its students and staff. For example, respondents state, *"More young people need to be able to know about classes and how to arrange time to attend,"* and *"Should be a pathway for students into jobs at Leech Lake. Maybe think about a pathways course load with a guaranteed job at the end would be easy to set up, and how they will be able to make sure they can get there when they have classes,"* and *"Honor our creator, grandfather, and our spirituality is a must. Don't be ashamed of our culture."* There is a clear appetite to expand educational offerings, refine organizational practices, and cultivate stronger partnerships, all of which should guide LLTC's continued development.

LLTC STRATEGIC PLAN 2020-2025 SUMMARY

LLTC Strategic Plan 2020-2025 outlined the college's goals, objectives, and action items for the period from 2020 to 2025. The plan was built upon the college's mission, vision, and values, incorporating feedback from students, faculty, staff, the board of trustees, and the broader community. The plan is structured around five strategic priorities designed to enhance student success, preserve Anishinaabe lifeways, strengthen community engagement, foster professional development, and ensure resource sustainability.

The LLTC Strategic Plan 2020-2025 served as a roadmap for the college to advance its mission of providing quality higher education grounded in Anishinaabe values. The LLTC Strategic Plan 2020-2025 provided a solid framework for the college's future development. By focusing on student success, cultural preservation, community engagement, professional development, and resource sustainability, LLTC is well-positioned to continue serving the Leech Lake Band of Ojibwe and surrounding communities.

LLTC PROGRAM OFFERINGS COMMUNITY SURVEY REPORT

The LLTC conducts a semi-annual survey to gather community feedback on its program offerings. This information is used to inform decisions about academic programs, professional



certificates, workforce development, and community extension offerings, aligning with community needs and interests. The survey data were collected between February 29 and June 30, 2024. The LLTC Program Offerings Survey Report provides insights into the community's knowledge, needs, and preferences regarding the college's programs. Key findings are listed in the table below.

Table 2: Findings from the LLTC Program Offerings Community Survey Report

Topic	Finding
Demographics	<p>Most respondents were female (76%) and affiliated with the Leech Lake Band of Ojibwe (57%).</p> <p>Most of the survey respondents were female (76%), while 20% were male, and a small percentage identified as non-binary or declined to disclose their gender.</p> <p>The largest age group represented was 35-44 years old (23%).</p> <p>Most respondents were Native American (LLBO enrolled) (57%).</p>
Program Interest	<p>There is a strong interest in Ojibwe language (52%) and Indigenous leadership (49%) and business administration (40%) programs, especially as associate's degrees. Areas of least interest were Integrated Residential Builder (14%), liberal education (16%), and electrical technician (18%)</p>
Online Learning	<p>A significant number of respondents (73.1%) are likely or very likely to enroll in a fully online Associate's program.</p>
Knowledge Gaps	<p>There is a general lack of community knowledge about LLTC's program offerings, particularly extension programs.</p>
Extension Programs	<p>There's a need for increased advertisement and promotion of extension offerings, especially in areas such as Indigenous-related practices and mental health.</p>



The Leech Lake Reservation Economic Market Analysis highlights several key strengths and areas of opportunity for fostering economic growth within the community. A significant asset is the expressed entrepreneurial spirit of its members, with nearly 40% indicating an interest in starting businesses rooted in local traditions, such as arts and crafts, as well as meeting essential community needs, including groceries and affordable construction services. There is also a strong desire for workforce development training, particularly in high-demand trades and computer literacy, indicating a motivated population eager to enhance their skills. The growing interest in homeownership and a desire to improve existing homes suggest a readiness to invest in the community. At the same time, the presence of Leech Lake Financial Services (LLFS), a Native-led Community Development Financial Institution (CDFI), is uniquely positioned to drive economic empowerment by connecting community members with culturally appropriate financial products and education.

The economic future of the Leech Lake Reservation can be brightened by capitalizing on these existing strengths. Expanding access to targeted financial products and programs tailored to housing, small businesses, and workforce development will unlock the community's potential. Addressing systemic barriers — such as limited access to capital, affordable housing, and reliable transportation — in a holistic manner is crucial. By cultivating collaborations between LLFS, Tribal entities, educational institutions, and local businesses, a sustainable economic ecosystem can be developed. This will help generate generational wealth and greater community self-sufficiency by focusing on cultural preservation, financial inclusion, and the creation of a skilled workforce.

The report provides recommendations for LLFS to expand financial access, strengthen partnerships, and develop innovative programs in housing, financial education, workforce development, and entrepreneurship.

TITLE III-A GRANT AND TITLE III-F GRANT

LLTC Title III, Part F grants are an indispensable source of federal funding that directly supports its mission to provide quality higher education grounded in Anishinaabe values. As an eligible institution serving a predominantly Tribal student population, LLTC leverages these funds to bolster academic quality, enhance institutional management, and secure greater financial stability. Specifically, these grants enable LLTC to undertake critical initiatives, including faculty development to integrate culturally relevant pedagogy, facility upgrades to support learning environments, technology improvements crucial to expanding online learning options, curriculum development to preserve Anishinaabe lifeways, and strengthening student services to improve retention and completion. While the broader Title III, Part F framework experienced policy shifts in 2025 affecting discretionary funding, the sustained mandatory components



remain vital for LLTC to continue enhancing its operational effectiveness and educational offerings, ensuring its long-term capacity to empower its unique student body.

This Title III-A project aims to bolster LLTC for the 2025-2030 academic years. Focused on strengthening LLTC's capacity to serve its predominantly Native American student body, the project outlines four interconnected goals. These encompass enhancing student services to improve retention and completion, building institutional capacity for data-informed decision-making, enhancing instructional quality and faculty development rooted in Anishinaabe values, and improving infrastructure for learning and institutional growth. A key component involves bolstering the LLTC endowment to ensure long-term financial sustainability. Grant goals:

- Strengthen student services to enhance retention and completion rates. This goal focuses on developing holistic support models, addressing barriers to attendance, and improving accessibility for students with learning differences.
- Build institutional capacity for data-informed decision making. This aims to create an integrated data infrastructure, establish relevant policies and training, and develop financial reporting and planning systems for greater data transparency.
- Enhance instructional quality and faculty development. This goal focuses on providing faculty with culturally relevant professional development opportunities, incorporating Anishinaabe values into curriculum and pedagogy, and expanding access and flexibility through hybrid and online instructional models.
- Improve infrastructure to support learning and institutional growth. This goal addresses the need for improved instructional and technology infrastructure, secure digital environments, and effective resource management to enhance institutional stability and student success.
- Support the LLTC endowment. This will support the College's long-term sustainability.

Through specific activities, such as implementing holistic student support models, establishing a centralized institutional research function, upgrading technology, and integrating Anishinaabe lifeways into instruction, LLTC seeks to transform itself into a resilient, data-informed, and student-ready institution. These initiatives are designed to address persistent challenges, such as student retention and infrastructure limitations, ultimately enabling LLTC to provide culturally grounded, high-quality education, meet the unique needs of its students, and honor its mission.

The Title III Part F grant outlines LLTC's strategic vision for holistic institutional strengthening over the next five years, aligning directly with the college's existing strategic plan and Anishinaabe worldview. The core focus is on bolstering LLTC's capacity to serve its students and advance tribal sovereignty through education, with an emphasis on workforce improvements, culturally responsive programs, and institutional systems. By strengthening grant development,



communications, and collaboration, the LLTC aims to create scalable systems that ensure long-term viability and deeper engagement with partners. Grant Goals:

- Strengthen LLTC Workforce:
 - Attract and retain qualified faculty through competitive compensation strategies
 - Build human resources capacity better to serve college employees onboarding, training, and retention
- Support Indigenous Scholarship and Place-Based Learning:
 - Build continuity and sustainability for the new Ojibwe Language degree program
 - Provide new learning resources across campus for students
- Strengthen Administrative Systems and Institutional Effectiveness:
 - Build capacity in college administration
 - Link budgeting processes with institutional planning
 - Develop a centralized inventory system
 - Improve asset management and protection, and campus infrastructure.
- Strengthen Institutional Advancement Capacity to Increase External Funding and Community Partnerships:
 - Develop and implement a comprehensive advancement strategy
 - Establish a centralized donor and partner management system
 - Build capacity through advancement-specific training and professional development
 - Support the Endowment

Key goals include strengthening the workforce through competitive compensation and targeted professional development, supporting Indigenous scholarship through curriculum enhancements and resource development, enhancing administrative systems by improving processes and building data infrastructure, and increasing external funding through a comprehensive advancement plan and stronger community partnerships. These strategies aim to transform LLTC into a resilient educational institution that empowers learners, revitalizes Indigenous knowledge, and leads transformative change in tribal higher education.





LLTC Strategic Priorities



PRIORITY 1: STUDENT PATHWAYS

Gidina'oonagoowizimin—we are gifted by the spirits

Students are provided with the opportunity to expand educational pathways, receive comprehensive support, and strengthen accessibility to achieve their educational and life goals.

PRIORITY 2: ANISHINAABE LIFEWAYS

Gidanishinaabewaadizimin—we have an Anishinaabe life and character

Preserve, promote, and expand Anishinaabe culture, language, and traditional knowledge as the foundation of our educational mission.

PRIORITY 3: COMMUNITY PARTNERSHIPS & ENGAGEMENT

Gimaamawichigemin—We work together

Build strong relationships, increase community awareness, and serve as a catalyst for community vitality and cultural perpetuity.

PRIORITY 4: ORGANIZATIONAL CAPACITY & COMMITMENT

Giwiikwajitoomin epiichi-gashkitooyang—We work to the best of our ability

Build internal strength through leadership stability, employee support, collaborative systems, and a spirit of continuous growth and achievement.

PRIORITY 5: FINANCIAL & FACILITIES COMMITMENT

Giganawendaamin ge-bami'igoyang—We take care of that which will support us

We commit to securing our future by establishing long-term financial stability and providing facilities that support students.

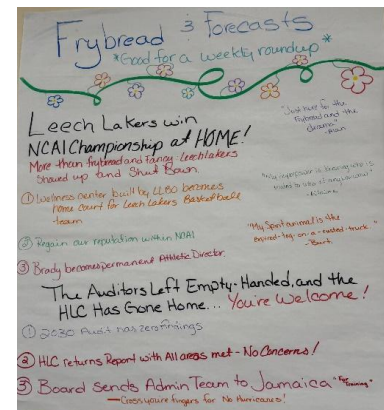
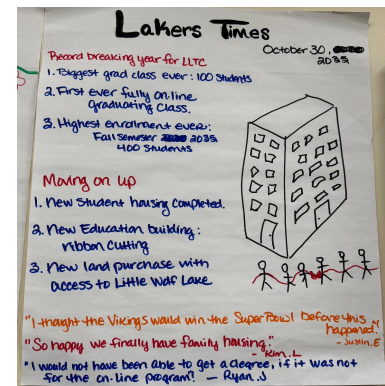
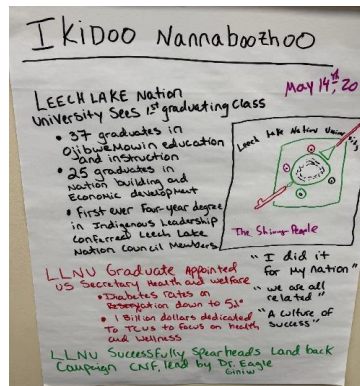
SHARED VISIONING

"This school is the heart of the community." Elder and LLTC Board of Trustees member

During the planning retreat, the staff participated in an "Indian Country Tomorrow" visioning activity. Participants were divided into small groups and asked to imagine what LLTC would look like in 5-15 years. Then, they were asked to express this vision by creating the front page of a fictional future newspaper. Each group was given large chart paper and markers to draw their newspaper layout, write headlines, include quotes from students and community members, and illustrate key achievements and developments they envisioned for LLTC's future.

This activity:

- Made abstract planning concrete by anchoring the vision in specific, celebratory future moments
- Encouraged bold, aspirational thinking freed from current constraints
- Engaged multiple learning styles through visual, written, and collaborative elements
- Generated authentic storytelling through fictional quotes and human-centered narratives
- Built collective ownership as groups shared their visions and found common themes
- Injected joy and hope into the planning process through humor, creativity, and optimism



The three newspaper front pages created by participants showed alignment around key themes: dramatic enrollment growth, expanded facilities including student housing, development toward a four-year university, flourishing cultural programming, strong partnerships with LLBO, organizational excellence with clean audits and strong accreditation, and graduates becoming nation-builders and leaders. The activity demonstrated that when permitted to dream big, the LLTC community envisioned not just a better tribal college, but a transformed institution that serves as the educational and cultural heart of the Leech Lake Nation. This activity highlights the board's commitment, vision, and love they have for LLTC students, staff, faculty, and the boarder community.



SHARED GOVERNANCE

Shared governance at LLTC is a culturally grounded, relationship-based system of decision-making that integrates defined institutional roles with Anishinaabe values of respect, responsibility, and collective wisdom.

Shared governance at Leech Lake Tribal College is a relationship-centered process of collective decision-making grounded in Anishinaabe values. It honors the distinct roles of the Board of Trustees, administration, faculty, staff, and community, while emphasizing respect (manaaji'idiwin), responsibility (gwayakwaadiziwin), and reciprocity. Decision-making is guided by listening, consensus-building where appropriate, and accountability to students, community, and future generations.

Manaaji'idiwin (Respect)

All voices are heard according to role and expertise

Debwewin (Truth)

Transparent processes and honest communication

Gwayakwaadiziwin (Honesty/Integrity)

Ethical decision-making

Zaagi'idiwin (Love/Care)

Decisions centered on student success and community well-being

Nibwaakaawin (Wisdom)

Inclusion of faculty expertise and cultural knowledge

Aakode'ewin (Bravery)

Willingness to address challenges and make necessary changes

Dabaadendiziwin (Humility)

Recognition of shared responsibility, not individual authority alone

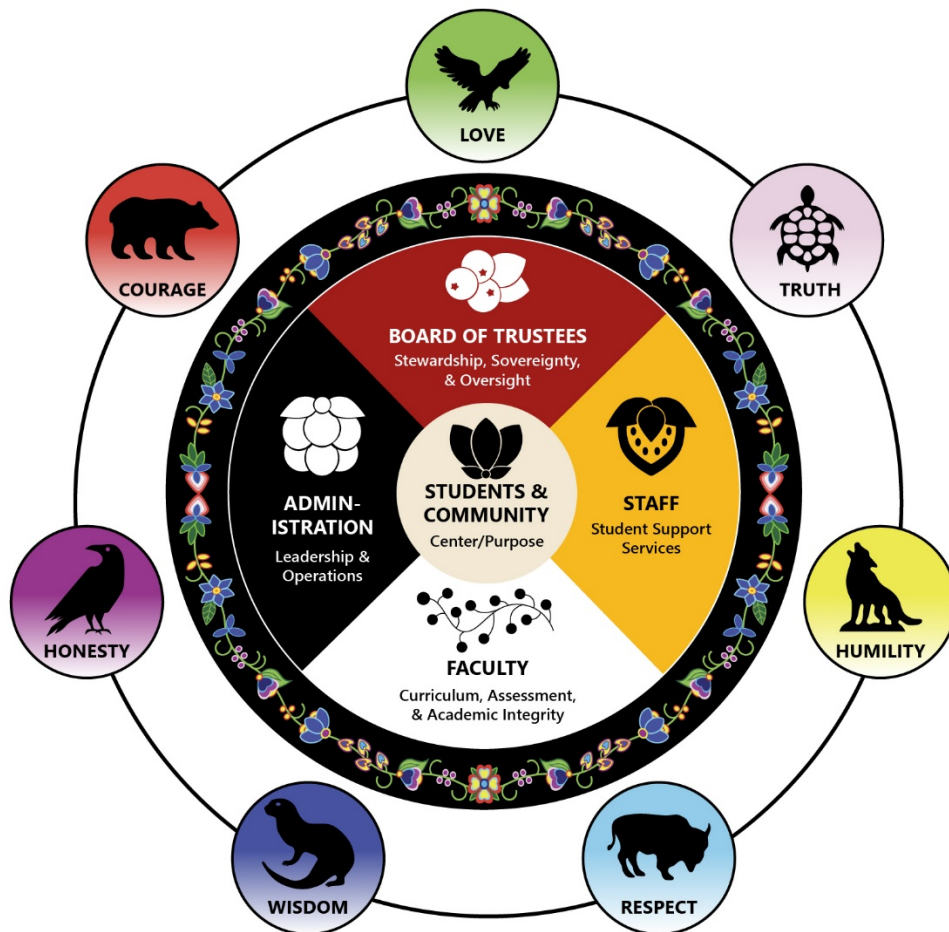


Within Leech Lake Tribal College’s shared governance framework, all members of the institution carry a collective responsibility to ensure students remain at the center of institutional decision-making and action. Guided by Anishinaabe values, this shared responsibility reflects our commitment to community accountability and to supporting the success of current and future generations.



Leech Lake Tribal College Shared Governance Model

(Anishinaabe Circle Framework)



Anishinaabe Values Surrounding Governance
Respect • Wisdom • Humility • Honesty • Bravery • Love • Truth





2026-2030 STRATEGIC PLAN

STRATEGIC PLAN VISION

LLTC's vision is to build a future where being Anishinaabe and being educated are the same, where our students don't have to choose between their culture and their career, where Mino-Bimaadiziwin is not just a teaching but a lived reality.

THIS IS ANISHINAABEWAADIZING—WHERE BEING ANISHINAABE HAPPENS.

STRATEGIC PRIORITIES

The LLTC Strategic Plan is centered around five interconnected priorities designed to support students, staff, and faculty, strengthen the institution, and empower its community. At its heart is a commitment to Student Pathways, focused on providing holistic support, expanding accessibility, and fostering connections that help students achieve their educational and life goals, rooted in the Anishinaabe concept of *Gidina'oonagoowizimin*—We are gifted by the spirits. This includes comprehensive wellness resources, mentoring opportunities, strong academic support, and flexible learning modalities. The second priority, Anishinaabe Lifeways, *Gidanishinaabewaadizimin*—We have an Anishinaabe life and character, emphasizes the preservation, promotion, and expansion of Anishinaabe culture, language, and traditional knowledge.

The LLTC strategic plan emphasizes a holistic approach to institutional development. Community Partnerships & Engagement, *Gimaamawichigemin*—We work together to cultivate strong external relationships, enhance community awareness, and act as a catalyst for local vitality and cultural perpetuity, ensuring LLTC remains deeply embedded in its community. This external focus is fortified by Organizational Capacity & Commitment, *Giwiikwajitoomin epiichigashkitooyang*—We work to the best of our ability, which is dedicated to building internal strength through stable leadership, robust employee support, and collaborative systems, fostering a culture of continuous growth. Complementing these, the Financial & Facilities

Commitment, *Giganawendaamin ge-bami'igoyang*—We take care of that which will support us —underpins all efforts by securing long-term financial stability and providing modern, supportive facilities, thereby ensuring the foundational resources necessary for the college's sustained success and its ability to serve its students and community effectively. This is achieved through culturally relevant curriculum, expanded Ojibwe language learning opportunities, enriching cultural programming, and active engagement with Elders.

PRIORITY 1: STUDENT PATHWAYS

Gidina'oonagoowizimin—We are gifted by the spirits

Students are provided with the opportunity to expand educational pathways, receive comprehensive support, and strengthen accessibility to achieve their educational and life goals.

STRATEGY 1.1: Teaching & Learning

- Engage students in accredited and certified degree programs and certificates that continuously measure the quality of learning
- Prepare students to transfer to four-year institutions and/or enter the workforce

STRATEGY 1.2: Holistic Student Support & Wellness

- Offer spiritual advisor services and cultural Elders in residence
- Prioritize our worldview that spiritual, emotional, and physical wellness is necessary for learning and teaching
- Expand Wellness Center services, mental health support, talking circles, and healing circles
- Promote awareness and accessibility of wellness resources
- Host HS senior/guardian events, start parents' group
- Staff and faculty accessibility training

STRATEGY 1.3: Alumni & Mentoring Connections

- Create alumni gatherings to support student-alumni mentoring programs
- Connect current students with alumni for guidance and traditional knowledge sharing
- Build alumni network for career support

STRATEGY 1.4: Academic Support & Learning Resources

- Develop holistic advising with faculty and student services
- Expand Learning Center capacity and services
- Build career counseling and college/career readiness resources
- Consistently measure, evaluate, and build on student outcomes
- More articulation agreements



STRATEGY 1.5: Strengthen Accessibility

- Design and implement a new retention plan
- Coordinate with community partners for childcare services; continue to welcome students' children on campus
- Expand food pantry and address food insecurity
- Increase financial aid and emergency assistance
- Develop and increase availability of flexible delivery options (online, hybrid, distance)
- Create at least one fully online certificate or program
- Obtain NC-SARA agreement to enroll students online outside of MN

Table 3: 2026-2030 Strategic Priority 1 Implementation

1. STUDENT PATHWAYS: <i>Gidina'oonagoowizimin—we are gifted by the spirits</i>				
Strategy	Metric	Action Leader(s)	Timeframe	Desired Outcome
1.1: Teaching and Learning	Course Completion, achieve an average program learning outcome (PLO), maintain compliance with accreditation standards for all programs	Academic Dean, Program Chairs, Faculty, Institutional Research	Annually	Maximize student engagement and successful learning outcomes in accredited degree and certificate programs
1.2: Holistic Student Support & Wellness	Student satisfaction with wellness resources, frequency of use	Student Affairs, Wellness Center Staff	Annually	Improved student well-being and connection to cultural support
1.3: Alumni & Mentoring Connections	Number of alumni involved in mentoring, student participation in events	Alumni Advisory Board, Director of Advancement, Student Services, Faculty	Annually	Stronger student-alumni bonds, enhanced career pathways, and shared knowledge



1.4: Academic Support & Learning Resources	Learning Center usage, student grades, and graduation rates	Student Services, Faculty, Learning Center Staff	Annually	Improved academic performance and college/career readiness
1.5: Strengthen Accessibility	Retention rates, financial aid distribution, and online enrollment	Student Affairs, Financial Aid, Distance Education Coordinator	Annually	Increased student persistence, financial stability, and access to flexible learning

PRIORITY 2: ANISHINAABE LIFEWAYS

Gidanishinaabewaadizimin—We have an Anishinaabe life and character

Preserve, promote, and expand Anishinaabe culture, language, and traditional knowledge as the foundation of our educational mission.

STRATEGY 2.1: Curriculum & Instruction

- Support mission-aligned instructional activities promoting Anishinaabe lifeways
- Support curriculum development in Indigenous governance, stewardship, and tribal law
- Develop succession plans for specialized courses grounded in local ecological and cultural knowledge
- Develop curriculum materials and provide faculty training through language and culture advisory board
- Expand cultural offerings and culturally responsive curriculum and workshops
- Preserve cultural knowledge in an organized/codified manner for community access
- Encourage student-driven reflection and first teachings

STRATEGY 2.2: Expand Ojibwe Language Learning

- Develop Ojibwe language learning materials (books, audio/podcast recordings)
- Expand Ojibwe language use campus-wide (Word of the Day program, increase language in all classes, language tables)
- Create Ojibwe language engagement activities (Ojibwemowin quiz bowls, language learning opportunities in more places)

STRATEGY 2.3: Cultural Programming & Experiences

- Integrate more cultural activities and ceremonies throughout campus life



STRATEGY 2.4: Elder Engagement & Wisdom Sharing

- Develop Elder outreach programs
- Create Elders in residence program
- Establish Elder advisory/resource structure
- Continue Elder-led classes

Table 4: 2026-2030 Strategic Priority 2 Implementation

2. ANISHINAABE LIFEWAYS: <i>Gidanishinaabewaadizimin—we have an Anishinaabe life and character</i>				
Strategy	Metric	Action Leader(s)	Timeframe	Desired Outcome
2.1: Curriculum & Instruction	Course syllabi integration, student engagement, and community access to knowledge	Faculty, Curriculum Committee, Language and Culture Advisory Board	Annually	Enhanced cultural relevance of curricula, preserved cultural knowledge, and student-driven learning; Thematic evaluations identify what each facility is doing regarding culture
2.2: Expand Ojibwe Language Learning	Number of language learners, language use on campus, and engagement in activities	Ojibwe Language Department, Student Affairs, Faculty	Annually	Increased Ojibwe language fluency and integration into campus life; Progress of student learning
2.3: Cultural Programming & Experiences	Attendance at events, student feedback, and vendor participation	Student Affairs, Campus Activities, Language and Culture Advisory Board	Annually	Strengthen cultural understanding and celebration through increased community involvement
2.4: Elder Engagement & Wisdom Sharing	Number of Elder-led programs, student engagement, and outreach participation	Student Affairs, Elder Advisory Group, Faculty	Annually	Stronger intergenerational connections and the transmission of cultural wisdom



PRIORITY 3: COMMUNITY PARTNERSHIPS & ENGAGEMENT

Gimaamawichigemin—We work together

Build strong relationships, increase community awareness, and serve as a catalyst for community vitality and cultural perpetuity.

STRATEGY 3.1: LLBO Partnership & Communication

- Strengthen communication with LLBO government through regular touchpoints with Tribal Council and Executive Director
- Explore Institutional Review Board relationship/management (become the central IRB for LLBO)

STRATEGY 3.2: Alumni & Community Connections

- Develop Alumni Advisory Board and Alumni Association
- Organize alumni gatherings, mentorships, and engagement opportunities
- Provide lifelong support and a welcoming space for alumni

STRATEGY 3.3: Workforce Development & Economic Partnerships

- Identify funding and envision a position for a workforce development coordinator
- Develop professional development partnerships with employers
- Collaborate with good businesses in the community
- Create job opportunities and career pathways
- Coordinate with LLBO workforce development initiatives

STRATEGY 3.4: Community Engagement & Visibility

- Engage in outer center/community events
- Host more community events on campus (social, cultural, student-led) with knowledgeable Anishinaabeg
- Extend partnerships with public institutions and meet regularly with the community members/organizations
- Increase outreach to public schools in the area

STRATEGY 3.5: Community Communication & Outreach

- Expand the speakers series for staff, faculty, and students to share knowledge in the community
- Increase meaningful student participation in community engagement activities
- Develop youth engagement programs
- Create elder-community member mentorship programs
- Increase social media presence geared towards younger generations
- Create and distribute communication materials (newsletters, flyers, social media incentives)
- Increase community visibility of LLBO partnership and LLTC impact



Table 5: 2026-2030 Strategic Priority 3 Implementation

3. COMMUNITY PARTNERSHIPS & ENGAGEMENT: Gimaamawichigemin—We work together				
Strategy	Metric	Action Leader(s)	Timeframe	Desired Outcome
3.1: LLBO/LLTC Partnership & Communication	Frequency of touchpoints, involvement in LLBO initiatives	President's Office, Tribal Liaison, Dean of Academics, Director of Advancement	Annually	Improved communication with and alignment with LLBO priorities; Increase business and program partnerships; Co-curricular activity, Indigenous leadership, and business
3.2: Alumni & Community Connections	Number of alumni events, membership in Alumni Advisory Group, and number of alumni supporters	Alumni Advisory Board, Director of Advancement, Student Services, President's Office, Academics	Annually	Enhanced community support, resource mobilization, and increased alumni participation
3.3: Workforce Development & Economic Partnerships	Number of partnerships, job opportunities created, and student placements	Workforce Development Coordinator, Business Office, Community Relations	Annually	Enhanced job opportunities and community economic prosperity; Increase student placement
3.4: Community Engagement & Visibility	Attendance at events, participation in activities, and	Student Affairs, Community Relations, Marketing and Communication,	Annually	Increased community awareness and positive perceptions of LLTC



	outreach to schools and transfer partners	Director of Advancement		
3.5: Community Communication & Outreach	Reach of communication materials, social media engagement, and speaker series	Marketing and Communication, Faculty, Student Affairs, Director of Advancement	Annually	Improved community knowledge-sharing and outreach effectiveness; increase community engagement at LLTC

PRIORITY 4: ORGANIZATIONAL CAPACITY & COMMITMENT

Giwiikwajitoomin epiichi-gashkitooyang—We work to the best of our ability

Build internal strength through leadership stability, employee support, collaborative systems, and spirit of continuous growth and achievement.

STRATEGY 4.1: Collaboration & Communication

- Cross-department trainings or demonstrations - “Walk in my mocs”
- Establish clear expectations and communication protocols, recognizing workload limitations
- Develop policies/practices that ensure new students and faculty learn about Anishinaabe culture in their first year
- Grow thriving committees with clear purposes
- Team building for repairing and building relationships
- SharePoint site for organizational sharing - fully implemented
- Faculty council explore project contracts for faculty during the school years

STRATEGY 4.2: Build Administrative Capacity

- Governance & Structure:
 - Designate department representatives to participate respectfully in institutional decision-making
 - Regularly review and update organizational structures, job descriptions, and policies
- Capacity Building:
 - Conduct regular assessment of team strengths and expertise
 - Build institutional capacity for data-informed decision-making through policies and training on data collection, analysis, and governance

STRATEGY 4.3: Leadership Development & Support

- Advance shared leadership model through consensus-based decision making, clear expectations, and work-life balance for all



- Provide leadership training across all levels
- Build a leadership pathway and succession planning
- Rebuild Student Senate involvement in college leadership
- Training on governance of Indigenous data and data sovereignty.

STRATEGY 4.4: Transparency & Accountability

- Practice shared governance with transparency in reports, budgets, policies, and administrative decisions across campus

Table 6: 2026-2030 Strategic Priority 4 Implementation

4. ORGANIZATIONAL CAPACITY & COMMITMENT: <i>Giwiikwajitoomin epüichigashkitooyang—We work to the best of our ability</i>				
Strategy	Metric	Action Leader(s)	Timeframe	Desired Outcome
4.1: Collaboration & Communication	Participation in cross-departmental training, employee feedback, and documentation	HR, Department Heads, Faculty, Academics	Annually	Increased interdepartmental understanding and cooperation, and increased staff development
4.2: Build Administrative Capacity	Assessment of strengths, adherence to policies, and data-informed decision making	Administrative Leadership, IR, Policy Committee, Data Governance Committee	Annually	Enhanced efficiency, informed decisions, and adherence to policies; Closing the loop processes
4.3: Leadership Development & Support	Participation in training, student involvement, and success rates	HR, Student Affairs, Faculty, Academics	Annually	Enhanced leadership skills, increased pathways, and increased student involvement



4.4: Transparency & Accountability	Transparency in reports, budget adherence, and consistency in policy applications	All Departments, Financial Services, Policy Committee, Board of Trustees	Annually	Increase accountability, transparency, and consistency across the college; Data-informed decision-making and closing the loop
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PRIORITY 5: FINANCIAL & FACILITIES COMMITMENT

Giganawendaamin ge-bami'igoyang—We take care of that which will support us

We commit to securing our future by establishing long-term financial stability and providing facilities that support students.

STRATEGY 5.1: Values-Driven Resource Management

- Improve management and protection of physical assets, equipment, and resources
- Develop and implement a financial reporting and planning system to enhance data transparency and support evidence-based budgeting.
- Formal training in budget planning for all department heads and faculty chairs.
- Maintain and improve physical facilities to ensure safe, functional, and culturally appropriate spaces
- Develop a centralized inventory system

STRATEGY 5.2: Diversified Revenue

- Establish and/or support endowments (Seven Generations and LLTC general)
- Develop 5-year fundraising/advancement plan
- Increase enrollment and retention to increase revenue within the limits of capacity
- Implement donor management software
- Increase LLBO funding

STRATEGY 5.3: Strategic Planning

- Implementing proactive, mission-/data-driven plans to meet future needs
- Build flexible planning systems that can adapt to changing circumstances
- Monitor progress regularly through the strategic planning committee using measurable goals, data dashboards, and evidence-based assessment

STRATEGY 5.4: Aligned Budgeting & Resource Allocation

- Link budgeting processes with strategic planning priorities to ensure resources support strategic goals
- Establish a standardized system for check distribution



Strategy 5.5: Facilities and Infrastructure

- Re-establish a Chief Operations Officer
- Ensure students, staff, and faculty have access to secure state-of-the-art technology.
- Maintain and improve physical facilities to ensure safe, functional, and culturally appropriate spaces
- Initiate and develop the campus Master Plan to expand facilities and capacity.

Table 7: 2026-2030 Strategic Priority 5 Implementation

5. FINANCIAL & FACILITIES COMMITMENT: Giganawendaamin ge-bami'igoyang—We take care of that which will support us				
Strategy	Metric	Action Leader(s)	Timeframe	Desired Outcome
5.1: Values-Driven Resource Management	Asset tracking, budget transparency, and physical spaces improvement reports	Facilities, Finance Office, Department Heads	Quarterly	Improved resource utilization, fiscal transparency, and quality of facilities; Annually assessment of facility and resource needs
5.2: Diversified Revenue	Growth in endowments, fundraising, enrollment, and LLBO funding	President's Office, Institutional Advancement, Enrollment Management, Director of Advancement	Annually	Sustainable financial resources for long-term college stability and financial compliance
5.3: Strategic Planning	Proactive planning, flexible systems, and data-driven results	President's Office, Strategic Planning Committee, All Departments, Board of Trustees, Data Governance Committee	Annually	Adaptive and effective strategic direction for the college. Informed data-driven decision-making and closing the loop.



5.4: Aligned Budgeting & Resource Allocation	Alignment of strategic goals and budget, a system for checking distribution	President's Office, Financial Services, All Department heads, Board of Trustees	Annually	Resources allocated to support strategic initiatives in the best way possible; Informed data-driven decision-making and closing the loop
5.5: Facilities & Infrastructure	Establish a COO, provide student access to state of the technology, initiate and develop the campus Master Plan to expand facilities and capacity	COO	Annually	Students, staff, and faculty to have access to safe, functional, and culturally appropriate spaces

Guided by the Seven Grandfather Teachings and the Anishinaabe worldview, LLTC commits to infusing cultural values and ways of thinking throughout processes, policies, and programs wherever possible. LLTC recognizes that our identity as an Anishinaabe-centered learning institution requires more than offering cultural programs; it demands that LLTC operate with Gwayakwaadiziwin (Honesty), Debwewin (Truth), Inendizowin (Humility), Zaagi'idiwin (Love), Nibwaakaawin (Wisdom), Zoongide'iwin (Courage), and Manaaji'idiwin (Respect) in decisions, interactions, and initiatives.



Table 7: Combined table of 2026-2030 Strategic Priorities and Implementation

1. STUDENT PATHWAYS: <i>Gidina'oonagowizimin—we are gifted by the spirits</i>				
Strategy	Metric	Action Leader(s)	Timeframe	Desired Outcome
1.1: Teaching and Learning	Course Completion, achieve an average program learning outcome (PLO), Maintain compliance with accreditation standards for all programs	Academic Dean, Program Chairs, Faculty, Institutional Research	Annually	Maximize student engagement and successful learning outcomes in accredited degree and certificate programs
1.2: Holistic Student Support & Wellness	Student satisfaction with wellness resources, frequency of use	Student Affairs, Wellness Center Staff	Annually	Improved student well-being and connection to cultural support
1.3: Alumni & Mentoring Connections	Number of alumni involved in mentoring, student participation in events	Alumni Advisory Board, Student Services, Faculty	Annually	Stronger student-alumni bonds, enhanced career pathways, and shared knowledge
1.4: Academic Support & Learning Resources	Learning Center usage, student grades, and graduation rates	Student Services, Faculty, Learning Center Staff	Annually	Improved academic performance and college/career readiness
1.5: Strengthen Accessibility	Retention rates, financial aid distribution, and online enrollment	Student Affairs, Financial Aid, Distance Education Coordinator	Annually	Increased student persistence, financial stability, and access to flexible learning



2. ANISHINAABE LIFEWAYS: *Gidanishinaabewaadizimin—we have an Anishinaabe life and character*

Strategy	Metric	Action Leader(s)	Timeframe	Desired Outcome
2.1: Curriculum & Instruction	Course syllabi integration, student engagement, and community access to knowledge	Faculty, Curriculum Committee, Language and Culture Advisory Board	Annually	Enhanced cultural relevance of curricula, preserved cultural knowledge, and student-driven learning; Thematic evaluations identify what each facility is doing regarding culture
2.2: Expand Ojibwe Language Learning	Number of language learners, language use on campus, and engagement in activities	Ojibwe Language Department, Student Affairs, Faculty	Annually	Increased Ojibwe language fluency and integration into campus life; Progress of student learning
2.3: Cultural Programming & Experiences	Attendance at events, student feedback, and vendor participation	Student Affairs, Campus Activities, Language and Culture Advisory Board	Annually	Strengthen cultural understanding and celebration through increased community involvement
2.4: Elder Engagement & Wisdom Sharing	Number of Elder-led programs, student engagement, and outreach participation	Student Affairs, Elder Advisory Group, Faculty	Annually	Stronger intergenerational connections and the transmission of cultural wisdom



3. COMMUNITY PARTNERSHIPS & ENGAGEMENT: *Gimaamawichigemin—We work together*

Strategy	Metric	Action Leader(s)	Timeframe	Desired Outcome
3.1: LLBO/LLTC Partnership & Communication	Frequency of touchpoints, involvement in LLBO initiatives	President's Office, Tribal Liaison, Dean of Academics, Director of Advancement	Annually	Improved communication with and alignment with LLBO priorities; Increase business and program partnerships; Co-curricular activity, Indigenous leadership, and business
3.2: Alumni & Community Connections	Number of alumni events, membership in Alumni Advisory Group, and number of alumni supporters	Alumni Advisory Board, Student Services, President's Office, Academics	Annually	Enhanced community support, resource mobilization, and increased alumni participation
3.3: Workforce Development & Economic Partnerships	Number of partnerships, job opportunities created, and student placements	Workforce Development Coordinator, Business Office, Community Relations	Annually	Enhanced job opportunities and community economic prosperity; Increase student placement
3.4: Community Engagement & Visibility	Attendance at events, participation in activities, and outreach to schools and transfer partners	Student Affairs, Community Relations, Marketing and Communication, Director of Advancement	Annually	Increased community awareness and positive perceptions of LLTC
3.5: Community Communication & Outreach	Reach of communication materials, social media	Marketing and Communication, Faculty, Student	Annually	Improved community knowledge-sharing and outreach effectiveness;



engagement, and speaker series

Affairs, Director of Advancement

increase community engagement at LLTC

4. ORGANIZATIONAL CAPACITY & COMMITMENT: Giwikkwajitoomin epüichi-gashkitooyang—We work to the best of our ability

Strategy	Metric	Action Leader(s)	Timeframe	Desired Outcome
4.1: Collaboration & Communication	Participation in cross-departmental training, employee feedback, and documentation	HR, Department Heads, Faculty, Academics	Annually	Increased interdepartmental understanding and cooperation, and increased staff development
4.2: Build Administrative Capacity	Assessment of strengths, adherence to policies, and data-informed decision making	Administrative Leadership, IR, Policy Committee, Data Governance Committee	Annually	Enhanced efficiency, informed decisions, and adherence to policies; Closing the loop processes
4.3: Leadership Development & Support	Participation in training, student involvement, and success rates	HR, Student Affairs, Faculty, Academics	Annually	Enhanced leadership skills, increased pathways, and increased student involvement
4.4: Transparency & Accountability	Transparency in reports, budget adherence, and consistency in policy applications	All Departments, Financial Services, Policy Committee, Board of Trustees	Annually	Increase accountability, transparency, and consistency across the college; Data-informed decision-making and closing the loop

5. FINANCIAL & FACILITIES COMMITMENT: Giganawendaamin gebami'igoyang—We take care of that which will support us

Strategy	Metric	Action Leader(s)	Timeframe	Desired Outcome
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5.1: Values-Driven Resource Management	Asset tracking, budget transparency, and physical spaces improvement reports	Facilities, Finance Office, Department Heads	Quarterly	Improved resource utilization, fiscal transparency, and quality of facilities; Annually assessment of facility and resource needs
5.2: Diversified Revenue	Growth in endowments, fundraising, enrollment, and LLBO funding	President's Office, Institutional Advancement, Enrollment Management, Director of Advancement	Annually	Sustainable financial resources for long-term college stability and financial compliance
5.3: Strategic Planning	Proactive planning, flexible systems, and data-driven results	President's Office, Strategic Planning Committee, All Departments, Board of Trustees, Data Governance Committee	Annually	Adaptive and effective strategic direction for the college. Informed data-driven decision-making and closing the loop.
5.4: Aligned Budgeting & Resource Allocation	Alignment of strategic goals and budget, a system for checking distribution	President's Office, Financial Services, All Department heads, Board of Trustees	Annually	Resources allocated to support strategic initiatives in the best way possible; Informed data-driven decision-making and closing the loop
5.5: Facilities & Infrastructure	Establish a COO, provide student access to state of the technology, initiate and develop the campus Master Plan to expand facilities and capacity	COO	Annually	Students, staff, and faculty to have access to safe, functional, and culturally appropriate spaces



LLTC envisions a future deeply rooted in the concept of **Anishinaabewaadizing**. This core philosophy means that for LLTC, being Anishinaabe and being educated are not separate paths, but rather a unified journey. The College strives to ensure its students never have to choose between their rich cultural heritage and their career aspirations, aiming for them to achieve "Mino-Bimaadiziwin," or the good life in balance, as a lived reality.

This guiding vision of *Anishinaabewaadizing* is deeply integrated into LLTC's five interconnected strategic priorities. "Student Pathways" emphasizes holistic support, helping students recognize their inherent gifts, *Ina'oonagoowizi—Realizing your gifts from the spirits* — and ensuring their educational and life goals are achieved within a culturally affirming environment. Most directly, "Anishinaabe Lifeways" embodies *Anishinaabewaadizing* by actively preserving, promoting, and expanding Anishinaabe culture, language, and traditional knowledge through curriculum, language programs, cultural events, and engagement with Elders and Knowledge Keepers. Additionally, "Community Partnerships & Engagement", *Niimaamoochigemiin—Coming Together*, strengthens the collective through relationships and outreach, supporting the broader Anishinaabe community. Finally, "Organizational Capacity & Commitment" and "Financial & Facilities Commitment" serve as foundational pillars, ensuring the institution has the strength and resources needed to implement this profoundly Anishinaabe-centric educational model successfully.

**LLTC Board of Trustees, staff, and faculty are proud to be part of a place where
Anishinaabewaadizin thrives. Miigwech!**

