2023 - 2028 Strategic Plan

Fond du Lac Tribal & Community College

An affirmative action, equal opportunity employer and educator. A member of Minnesota State and the American Indian Higher Education Consortium.

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Executive Summary

Beginning in October 2022, Fond du Lac Tribal and Community College (FDLTCC) engaged Northspan to conduct a strategic planning process. The process built on foundations created by a previous strategic plan and looks to continue its work while adapting to new priorities. It began with the goal of developing a five-year strategic framework including a practical vision, underlying contradictions, strategic directions, and action planning to guide its implementation.

During the process, the FDLTCC strategy committee reaffirmed the following mission, vision, and core values:

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

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

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

CORE VALUES:
- Respect (Manaaji'idiwin)
- Integrity (Gwayakwaadiziwin)
- Stewardship (Ganawenjigewin)
- Innovation (Maamamiikaajinendamowin)
- Compassion (Zhawenjigewin)

In its strategic planning sessions, the group established five strategic directions to guide its work in upholding its vision, mission, and values:

STRATEGIC DIRECTIONS:

1. Creating Campus-Wide Holistic Wellness Model

2. Developing Processes to Empower Campus Community

3. Optimizing Opportunities with Community Partners

4. Broadening Supports to Enhance Financial Stability

5. Driving FDLTCC's Progress through Informed & Transparent Plans

This document provides an overview of the new strategic plan, which will guide FDLTCC's work for the next five years. Details on the planning process and supporting documents from that process are available in the appendices.

COLLEGE OVERVIEW

Fond du Lac Tribal and Community College is the only college in the United States that is both a chartered tribal college and part of a public state college system. Since its foundation in the mid-1980s, it has striven to embody a "union of cultures" that recognizes its unique position, embodying both Native American culture and all cultures in the area it serves. This union is evident in the articles of incorporation, which was most recently amended in April 2018 by the Fond du Lac Reservation Business Committee:

"The purpose for which the Corporation is organized is to provide post-secondary educational services to members of the Fond du Lac Band, and to other eligible Indians and non-Indian residents of the community through the administration and operation of the Fond du Lac Tribal College in a manner which is consistent and reflective of the traditions, customs and values of the Ojibwe people and responsive to the social and economic needs of the greater Fond du Lac community."

FDLTCC is governed by a seven-member board of directors. At least six members of the board must be enrolled members of the Fond du Lac Band of Lake Superior Chippewa, and the Reservation Business Committee appoints one of its members as an ex officio member. Board members serve four-year terms and meet monthly.

ACCREDITATION

Like all institutions of higher education, Fond du Lac Tribal and Community College seeks accreditation to certify the validity of the degrees and certificates it offers. The college is accredited by the Higher Learning Commission. Accreditation was initially granted by the Higher Learning Commission in 1997 and most recently reaffirmed in 2015-2016. The next reaffirmation is scheduled for 2025-2026, and will take place during the lifetime of this strategic plan. The college currently offers 16 associate degree programs, 1 bachelor's degree program, and 18 certificate programs.

The tribal branch of academic and non-academic programming, housed within Anishinaabeg Gikendaasowinan, is additionally accredited by the World Indigenous Nations Higher Education Consortium (WINHEC). Specific programs such as Elementary Education, Nursing and Law Enforcement are also subject to additional accreditation processes or program reviews.

CULTURAL STANDARDS

FDLTCC's Cultural Standards are as follows:

GIKENDAASOWIN – Knowing knowledge: To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.

GWAYAKWAADIZIWIN – Living a balanced way: To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

ZOONGIDE'EWIN – Strong hearted: To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.

AANGWAAMIZIWIN – Diligence and caution: To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.

DEBWEWIN – Honesty and integrity: To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.

ZAAGI' IDIWIN – Loving and Caring: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.

ZHAWENINDIWIN – Compassion: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

MINNESOTA STATE SYSTEM

FDLTCC is also a part of the Minnesota State Colleges and Universities system, operating under the Board of Trustees of the Minnesota State Colleges and Universities. Minnesota State has frameworks in which all its constituent colleges and universities must operate, though each college also has a distinct mission that is consistent with, or supportive of, the overall mission of Minnesota State Colleges and Universities. The vision and mission of Minnesota State are as follows:

Vision: The core value of the Minnesota State Colleges and Universities is to provide an opportunity for all Minnesotans to create a better future for themselves, for their families, and for their communities.

Mission: The core commitments of Minnesota State Colleges and Universities are to ensure access to an extraordinary education for all Minnesotans, be the partner of choice to meet Minnesota's workforce and community needs, and deliver to students, employers, communities, and taxpayers the highest value/most affordable higher education option.

ADDITIONAL FDLTCC PLANS

This strategic planning process took place within the context numerous existing guiding documents, plans, and accreditations processes that are all essential to FDLTCC's success. For a complete list of these plans and summaries of their contents, see the Strategic Planning Process and the Background Information Appendices.

STRATEGIC PLAN 2023-2028

FDLTCC began its strategic planning work in fall 2022 and completed two full-day workshops in March and April 2023 to build out the plan. The new strategic plan reaffirmed FDLTCC's existing vision, mission, and core values, with both internal and community survey work generating very strong support for existing wording. It brings together FDLTCC's wide-ranging offerings behind a set of strategic directions that provide concrete, measurable steps with which to make the vision a reality. By unifying this new framework with considerable stakeholder input, FDLTCC was able to build a plan that accurately reflects its current state of affairs and sets the stage for the organization to flourish over the next five years.

The college is guided by its longstanding vision, mission, and core values:

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

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

To achieve this mission, we will:
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In the service of this vision, mission, and set of core values, this strategic plan is built around the following elements:

PRACTICAL VISION

What do we want to see in place in five years as a result of our strategic planning actions?

- Dynamic Academic Programming
- Holistic Student Supports
- Sustainable, Intentional Infrastructure
- Responsive Community Partnerships & Programming
- Integrative Employee Supports

UNDERLYING CONTRADICTIONS

What is blocking us from moving toward our Practical Vision?

- Restricted Human Capacity Impedes Performance
- Perceptual Differences Impede Collaboration Toward Growth
- Underleveraged Civic Connections Reduce Engagement
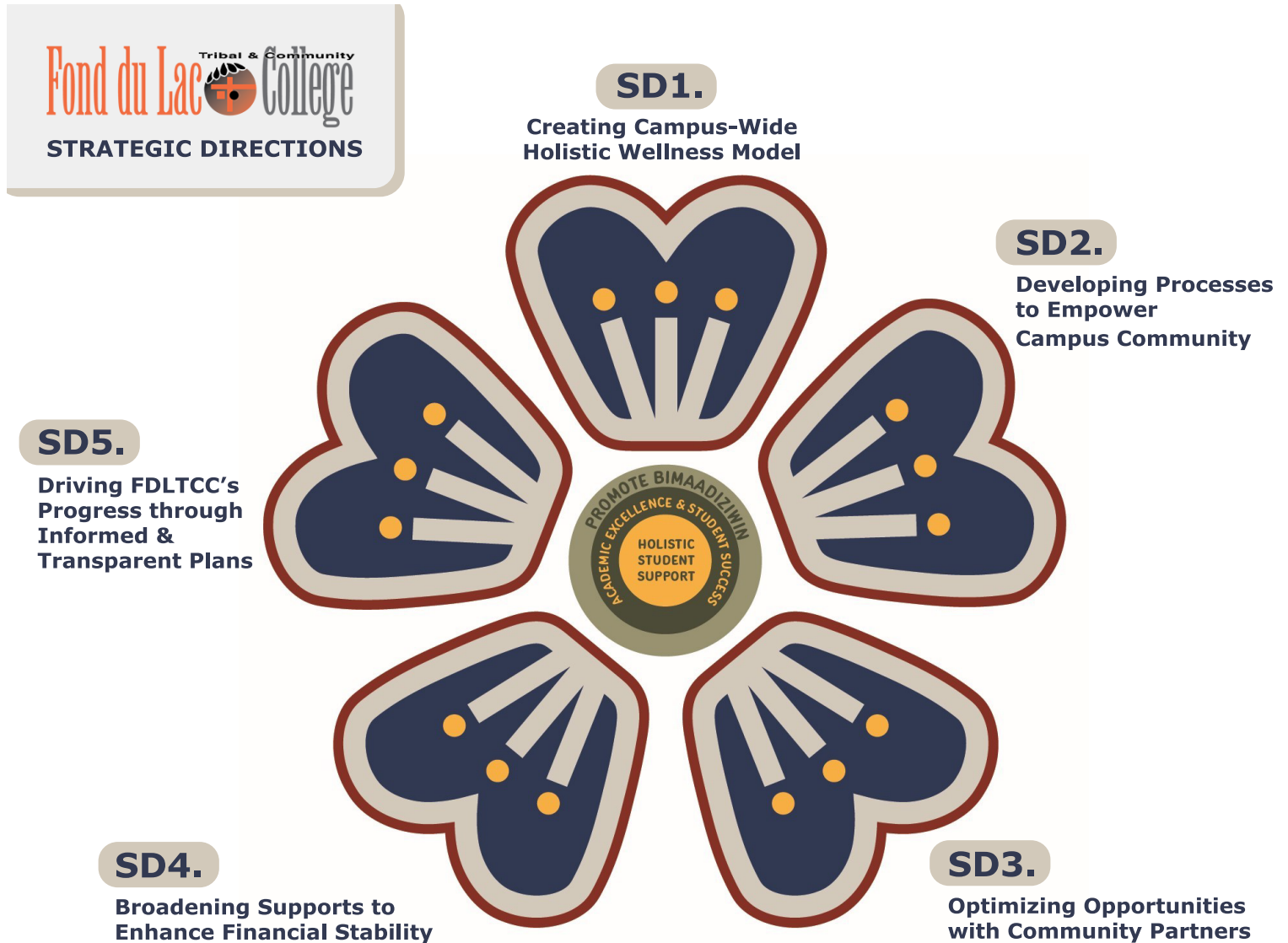- Inconsistent, Limited Funding Restricts Development

STRATEGIC DIRECTIONS

What innovative, substantial actions will deal with the Underlying Contradictions and move us toward our Practical Vision?

- Creating Campus-Wide Holistic Wellness Model
- Developing Processes to Empower Campus Community
- Optimizing Opportunities with Community Partners
- Broadening Supports to Enhance Financial Stability
- Driving FDLTCC's Progress through Informed & Transparent Plans

Fond du Lac Tribal and Community College developed the graphic below to represent its strategic plan, which shows how the five strategic directions all stem from three core tenets of the college. Throughout the planning process, the strategy committee sought to integrate the college's mission, vision, and core values into its new strategic directions and honored previous work completed to advance these tenets. This graphic works in tandem with the priority wedge on p. 14, which lays out initial action steps on the strategic plan, all of which are also supported by the three core tenets.

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Fond du Lac Tribal & Community **College**

STRATEGIC DIRECTIONS

SD1.
Creating Campus-Wide Holistic Wellness Model

SD2.
Developing Processes to Empower Campus Community

SD5.
Driving FDLTCC's Progress through Informed & Transparent Plans

SD4.
Broadening Supports to Enhance Financial Stability

SD3.
Optimizing Opportunities with Community Partners

PROMOTE BIMAADIZIWIN
ACADEMIC EXCELLENCE & STUDENT SUCCESS
HOLISTIC STUDENT SUPPORT

DEFINITION:

This strategic direction strives to build a framework to support student and staff well-being through a comprehensive wellness model. It acknowledges the significant challenges many students face related to financial security, physical wellness, and mental health, along with the lingering effects of the Covid-19 pandemic on the campus community. These efforts aim to build a supportive, culturally relevant network for staff and students, increase retention and graduation, and strengthen a sense of belonging on campus.

ACTION STEPS:

1. Enhance student life programming

2. Create Wellness Committee

3. Develop quantifiable multi-cultural wellness model

4. Expand funding opportunities for credit-based Anishinaabe courses

5. Explore plan to expand child care services on campus

6. Explore plan to bring health services to campus

DEFINITION:

This strategic direction recognizes that supported, engaged employees are vital to student success. It creates processes for faculty and staff input, strengthens resources for professional development, and aligns with the college's mission, vision, and values to build Fond du Lac Tribal and Community College's distinct culture. Successful implementation will lead to more satisfied employees, resulting in visible improvements to the student experience.

ACTION STEPS:

1. Create employee resource guide that includes roles and responsibilities

2. Develop regular schedule of meetings for campus-wide bargaining units

3. Create and implement employee onboarding process

4. Enhance employee understanding and appreciation of college core values

5. Create a professional development committee to plan for and analyze employee empowerment training opportunities

6. Consistently provide feedback mechanisms for all employees

7. Develop lunch and learn team-building process or CARE committee activities to incorporate cultural awareness

8. Establish a central hub for professional development and related materials

9. Develop a process to analyze PACE survey results and create action plans to address concerns

DEFINITION:

This strategic direction seeks to strengthen Fond du Lac Tribal and Community College's ties to the broader community, including its relationships with the Fond du Lac Band and area employers. It works to build relationships through research and direct outreach, and it explores new areas for collaboration that are consistent with the college's mission, vision, and values. This will leave the college better aligned with community priorities, build awareness of the college within the community, and connect graduates with meaningful, in-demand careers.

ACTION STEPS:

1. Create a community employer satisfaction survey to be administered every 3 years

2. Develop needs assessment and action plan

3. Establish monthly meetings with the Fond du Lac Band

4. Develop a campus-level graduate follow-up tool to seek additional information on where graduates are employed

5. Gather and review disaggregated data by partnerships, programs, and workforce development

6. Create community engagement plan and include baseline and new partnerships

7. Develop a resource and expertise chart establishing roles and responsibilities to leverage social connections

DEFINITION:

This strategic direction acknowledges that the college must have a firm financial foundation to support its staff and provide students with the resources they need. It strengthens alumni connections, builds relationships with employers, and works to build an endowment as a longer-term vehicle to support the college. It works in concert with strategic engagement to build new revenue streams and create a supportive network of community members and alumni to help support the college's efforts.

ACTION STEPS:

1. Establish alumni group utilizing graduate follow-up system

2. Re-establish grants office and grant review policy and procedures

3. Grow Workforce Development Department staff to create more opportunities

4. Increase local employer-funded training programs (workforce development)

5. Work with the Foundation to create a plan to grow the endowment

6. Establish a plan in partnership with the Foundation to manage annual giving
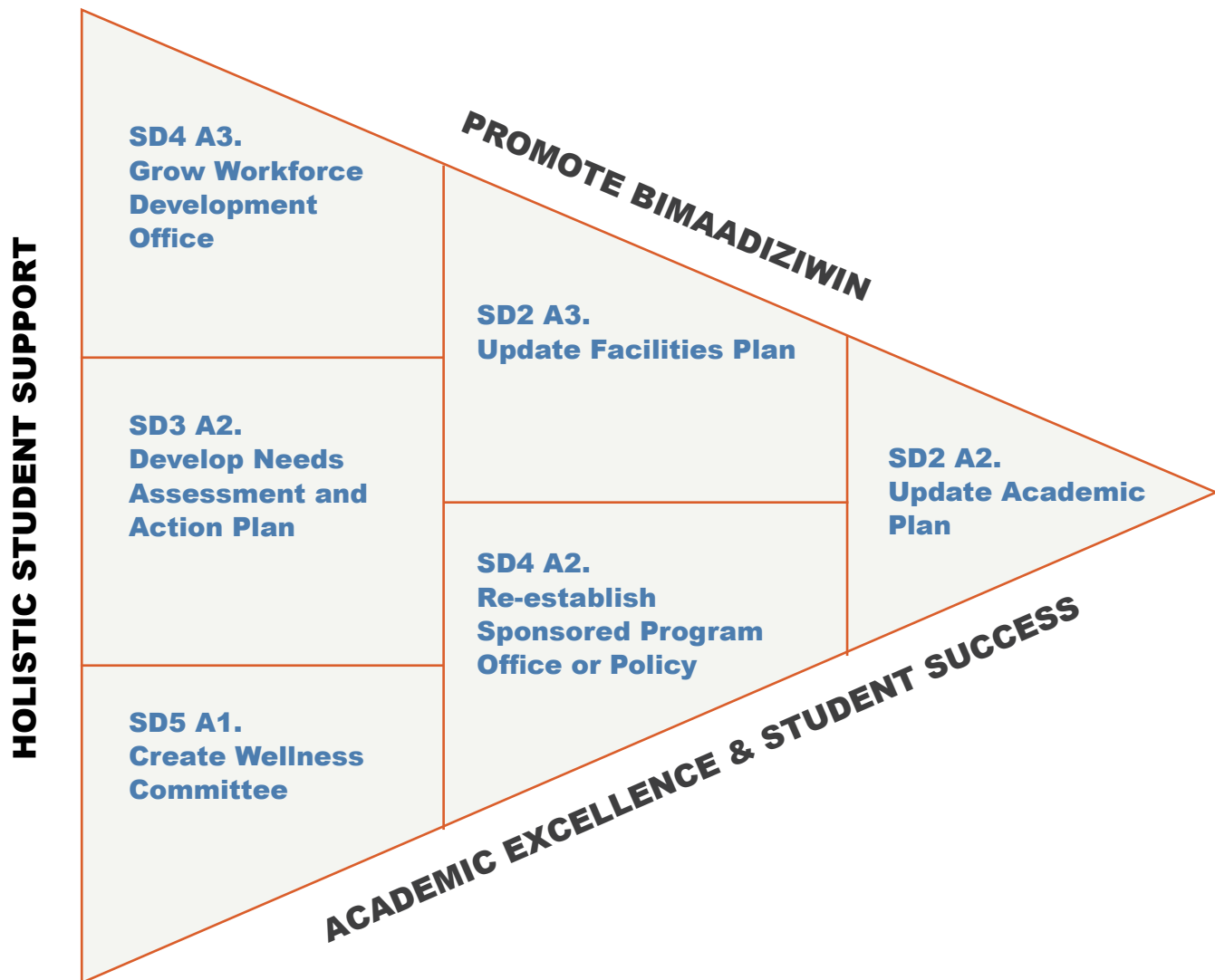
DEFINITION:

This strategic direction encompasses the extensive planning work necessary to meet current and future campus needs. It updates and expands guiding documents for facilities, academics, and sustainability, all while integrating Ojibwe culture into every planning process. It creates up-to-date plans with avenues for student engagement and aligns them with the Union of Cultures mission at the core of Fond du Lac Tribal and Community College's identity.

ACTION STEPS:

1. Update Master Academic Plan

2. Update Master Facilities Plan

3. Develop a plan to provide signage that highlights the Ojibwe cultural heritage inherent on the campus

4. Create plan to get student government officers in place and participating in campus government and planning

5. Adopt strategies to enable a Student Life Coordinator to lead a vibrant ambassador program and to partner with other student organizations

6. Integrate zero carbon footprint and sustainability into daily practice

7. Create timeline for remodeling with sustainable guidelines to meet zero carbon goals

8. Reallocate spaces for current needs

9. Create integrated planning website with real-time reporting

TIMELINE AND PRIORITIES

Participants placed strategic plan actions on a timeline, which is available in the appendix titled FDLTCC Strategic Plan Timeline 04.24.23. Of the actions identified as beginning in the first few months of the strategic plan, strategy committee participants identified the following as the most catalytic for its overall success:

HOLISTIC STUDENT SUPPORT

PROMOTE BIMAADIZIWIN

ACADEMIC EXCELLENCE & STUDENT SUCCESS

SD4 A3.
Grow Workforce Development Office

SD2 A3.
Update Facilities Plan

SD2 A2.
Update Academic Plan

SD3 A2.
Develop Needs Assessment and Action Plan

SD4 A2.
Re-establish Sponsored Program Office or Policy

SD5 A1.
Create Wellness Committee

As they discussed the priority actions, participants noted that the integration of Ojibwe culture is essential to the plan's success and has a role to play in each strategic direction. "Incorporate Ojibwe Culture" therefore overlies the entire priority wedge, and language in each strategic direction references the importance of practices that are culturally relevant and aim to uphold the college's mission, vision, and values.

Appendices

1. FDLTCC Community Survey Summary 02.24.23

2. FDLTCC Board, Leadership Staff, & Strategy Committee Survey Summary 03.23.23

3. FDLTCC Focus Group Summary 03.23.23

4. FDLTCC Summary of All Practical Vision, Underlying Contradiction, and
   Strategic Direction Survey Ideas 03.23.23

5. FDLTCC Practical Vision, Underlying Contradictions, and Strategic Directions 03.23.23

6. FDLTCC Mini Survey Summary 04.21.23

7. FDLTCC Focus Group Summary 04.21.23

8. FDLTCC Current Reality, Success Indicators & Actions 04.24.23

9. FDLTCC Strategic Plan Timeline 04.24.23

10. FDLTCC Priority Wedge 04.24.23

11. FDLTCC Strategic Plan Timeline 04.24.23

12. FDLTCC Priority Wedge 04.24.23

13. FDLTCC Focus Group Summary 06.13.23

Fond du Lac Tribal & Community College

APPENDIX 1

Strategic Planning Process

Strategic Planning Process

Fond du Lac Tribal and Community College has prepared this 5year strategic plan to guide its activities and achieve accomplishments consistent with the group's vision and mission. The strategic process steps, session dates, and agendas are included as an attachment, as are the results of the sessions that followed.

PROCESS STEPS

Collection of Background Information & Internal and External Analysis

Community Survey

Strategy Committee, Board, & Staff Survey

Student and Community Focus Groups

03.23.23 Strategic Planning Retreat A

Current Realities Mini-Survey

04.21.23 Summary of Workshop Outcomes Focus Group

04.24.23 Strategic Planning Retreat B

06.02.23 Draft Strategic Plan Review & Feedback

06.13.23 Campus Community Focus Group

08.01.23 Strategic Plan Board Presentation

COLLECTION OF BACKGROUND INFORMATION & INTERNAL AND EXTERNAL ANALYSIS

The strategic planning process began with a series of meetings and communications between Northspan and FDLTCC leadership staff that provided contact information, materials detailing the college's current state of affairs, and clarification over the plans for the engagement. As part of this effort, Northspan reviewed the following documents provided by FDLTCC:

- Charter and Articles of Incorporation
- 2019 Assurance Agreement
- FDLTCC Cultural Standards
- Strategic Plan 2025 (Developed in 2015-2016)
- Higher Learning Commission Accreditation Documentation
- World Indigenous Nations Higher Education Consortium Accreditation Documentation
- Program-Related Accreditation Documentation
- Information Detailing Relationship with Minnesota State Colleges and Universities
- 2014 Facilities Master Plan Update
- 2020-2025 Technology Master Plan
- Annual New Student Recruitment Plan
- Marketing and Recruitment Consultation Reports from RNL, LLC
- 2022-2023 Annual Student Success Plan

COMMUNITY SURVEY

In order to attract broad input into the strategic planning process, FDLTCC conducted a community survey in February 2023. It received 118 responses, exceeding a goal of 100 established at the start of the process. It asked respondents to assess FDLTCC's mission, vision, and values; analyze its strengths, weaknesses, opportunities, and threats; and identify potential elements of the practical vision, underlying contradictions, and strategic directions that will guide the strategic plan. This input was reviewed by the student and community focus groups and presented at the first strategic planning workshop. A survey summary is available in the appendix titled FDLTCC Community Survey Summary 02.24.23.

STRATEGY COMMITTEE, BOARD, AND LEADERSHIP STAFF SURVEY

In order to directly inform the strategic planning process, FDLTCC solicited input from leadership staff, board, and strategy committee members in a survey completed in February 2023. The survey received 20 responses. Participants were asked to rate the organization's execution on its previous strategic plan; assess its existing mission, vision, and values; brainstorm ideas for the practical vision, underlying contradictions, and strategic directions workshops within the strategic planning process; and identify the organization's strengths, weaknesses, opportunities, and threats. The full results of the survey are available in the appendix titled FDLTCC Board, Leadership Staff, & Strategy Committee Survey Summary 03.23.23.

STUDENT AND COMMUNITY FOCUS GROUPS

Northspan facilitated two 2-hour focus groups on February 24, 2023, with one focused on students and one focused on community partners. Eleven people attended the two sessions and shared their impressions of FDLTCC, its offerings, and their aspirations for the college as it went through the strategic planning process. They also reviewed results of the community survey and provided input on the practical, underlying contradictions, and strategic directions. A summary of the focus groups is available in the document titled FDLTCC Focus Group Summary 02.24.23.

STRATEGIC PLANNING RETREAT A

AGENDA | MARCH 23, 2023 | 9:00 AM – 4:30 PM

8:00	Welcome, Agenda, & Introductions
8:30	Context Presentation
9:50	Practical Vision Workshop
11:50	Break & Lunch
12:20	Underlying Contradictions Workshop
2:20	Strategic Directions Workshop
4:20	Next Steps
4:30	Adjourn

On March 23, the strategy committee met for the first time and received a presentation on the results of the background research, surveys, and the two focus groups.

PRACTICAL VISION

In the first workshop of the strategic planning process, the strategy committee developed a practical vision for the process. The thoughts that fed into this practical vision are included in the appendix document titled FDLTCC Practical Vision, Underlying Contradictions, and Strategic Directions 03.23.23. Elements of the practical vision included:

- Dynamic Academic Programming
- Holistic Student Supports
- Sustainable, Intentional Infrastructure
- Responsive Community Partnerships & Programming
- Integrative Employee Supports

UNDERLYING CONTRADICTIONS

The next workshop focused on blocks that prevent FDLTCC from reaching the practical vision outlined in the first workshop. Participants identified four contradictions or blocks that they believed inhibited FDLTCC's efforts. These blocks are available in the appendix in the document titled FDLTCC Practical Vision, Underlying Contradictions, and Strategic Directions 03.23.23. They include:

- Restricted Human Capacity Impedes Performance
- Perceptual Differences Impede Collaboration Toward Growth
- Underleveraged Civic Connections Reduce Engagement
- Inconsistent, Limited Funding Restricts Development

STRATEGIC DIRECTIONS

With the contradictions in mind, the participants then moved to identify five strategic directions that they believe will allow ALS to overcome these blocks. These strategic directions are available in the appendix in the document titled FDLTCC Practical Vision, Underlying Contradictions, and Strategic Directions 03.23.23. Some changes to the language were made due to feedback from a subsequent focus group, leading to the differences between the plan language and what appears in the appendix.

STRATEGIC DIRECTIONS
1. Developing Processes to Empower Campus Community
2. Driving FDLTCC's Progress through Informed & Transparent Plans
3. Optimizing Opportunities with Community Partners
4. Broadening Supports to Enhance Financial Stability
5. Creating Campus-Wide Holistic Wellness Model

Summary of Workshop Outcomes Focus Group

On April 21, 2023, FDLTCC convened a focus group with a broad audience that sought feedback on the outcomes of the first retreat day. The two-hour event drew 44 participants from the campus community and gave them the opportunity to review the language developed in the first workshop regarding the practical vision, underlying contradictions, and strategic directions. Attendees completed a worksheet that allowed them to provide feedback, and they also shared their opinions in small groups, with reports out to the full group. Additional interested parties provided feedback online. This feedback was shared with the strategy committee at its second retreat.

POST-STRATEGIC DIRECTIONS MINI-SURVEY

After the first retreat day, a mini-survey asked FDLTCC strategy committee members several questions to prepare them for the second workshop by asking about the college's current reality for implementation of the strategic plan. It identified the organization's strengths and weaknesses in relation to the plan, along with the benefits and dangers of its success. The results of this survey are available in the appendix titled FDLTCC Mini Survey Summary 04.21.23.

STRATEGIC PLANNING RETREAT B
AGENDA | April 24, 2024 | 8:30 AM – 2:00 PM

8:30   Welcome, Agenda, & Introductions
8:50   Focus Group Feedback Focused Conversation
9:40   Post-Strategic Directions Mini-Survey Results Review & Conversation
10:00   Focused Implementation
              • Current Reality, Success Indicators, Actions
              • Timeline
              • Priority
              • Next Steps
1:40   90-Day Plan Teams
1:50   Next Steps
2:00   Adjourn

On April 24, 2023, Northspan facilitated a second full-day retreat with the strategy committee.

FOCUS GROUP FEEDBACK FOCUSED CONVERSATION

In response to feedback generated at the third focus group on April 21, participants reviewed and revised the practical vision, underlying contradictions, and strategic directions. Edits were made to each component of the strategic plan language based on the input provided by the focus group participants.

FOCUSED IMPLEMENTATION

With the strategic directions' language updated, FDLTCC defined its current reality, identified success indicators, and developed outcomes and accomplishments that will allow the college to move from current reality to success on each of its strategic directions. These accomplishments and the ideas that led to their creation are available in the appendix in the document titled FDLTCC Current Reality, Success Indicators & Actions 04.24.23. The strategy committee then further defined the strategic plan timeline, which is available in the appendix titled FDLTCC Strategic Plan Timeline 04.24.23 and identified the most important priorities for the first several months of the strategic plan, which is available in the appendix titled FDLTCC Priority Wedge 04.24.23.

PLAN REVIEW FOCUS GROUP

With the strategic plan fully drafted, Northspan facilitators worked with FDLTCC leadership and the strategy committee to incorporate some elements of the previous strategic plan and review draft language. After making updates to the language, FDLTCC held a final focus group for the campus community on June 13. The focus group drew 28 attendees and the feedback led to some edits on the strategic planning document. With these updates, the plan was presented to the FDLTCC Board on August 1, 2023 and on a subsequent staff duty day.

APPENDIX 2

Background Information

Background Information

INTRODUCTION

The strategic planning process began with a series of meetings and communications between Northspan and FDLTCC leadership staff that provided contact information, materials detailing the college's current state of affairs, and clarification over the plans for the engagement. As part of this effort, Northspan reviewed the following documents provided by FDLTCC:

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- 2019 Assurance Agreement
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- Strategic Plan 2025 (Developed in 2015-2016)
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- 2022-2023 Annual Student Success Plan

A summary of this information was presented at the first strategic planning workshop on March 23, 2023.

CHARTER AND ARTICLES OF INCORPORATION

- Adopted September 1993 and most recently amended in April 2018 by the Fond du Lac Reservation Business Committee
- "The purpose for which the Corporation is organized is to provide post-secondary educational services to members of the Fond du Lac Band, and to other eligible Indians and non-Indian residents of the community through the administration and operation of the Fond du Lac Tribal College in a manner which is consistent and reflective of the traditions, customs and values of the Ojibwe people and responsive to the social and economic needs of the greater Fond du Lac community."
- Establishes a 7-member Board of Directors as governing body and outlines its charges
    - At least 6 board members must be enrolled members of the Fond du Lac Band
    - Members serve 4-year terms
    - Reservation Business Committee appoints one of its own members to serve as an ex officio member
    - Regular board meetings the first Tuesday of every month
- Only college in the US that is both a chartered tribal college and part of a public state college system
- "Union of cultures" central to its mission

2019 ASSURANCE AGREEMENT

- Submitted to Higher Learning Commission in preparation for a Standard Pathways site visit, September 2019
- Lays out history of FDLTCC, including successes and accreditation history
- Document lays out how FDLTCC adheres to its vision, mission, values, cultural standards, and how all of these components align with accreditation standards

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FDLTCC CULTURAL STANDARDS

As part of the process of achieving special accreditation by the World Indigenous Nations Higher Education Consortium (WINHEC), a four-year process culminating in 2017, FDLTCC's Anishinaabeg Gikendaasowinan (Indigenous American academic and non-academic programming) adopted Gidizhitwaawinaanin (Our Cultural Standards). While Gidizhitwaawinaanin were developed for the college's Anishinaabeg Gikendaasowinan, discussions developed during campus meetings in spring 2019 regarding a merging of the institution's core values and "our cultural standards," which will continue in 2019 – 2020. The cultural standards are:

GIKENDAASOWIN – Knowing knowledge: To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.

GWAYAKWAADIZIWIN – Living a balanced way: To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.

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AANGWAAMIZIWIN – Diligence and caution: To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.

DEBWEWIN – Honesty and integrity: To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.

ZAAGI' IDIWIN – Loving and Caring: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.

ZHAWENINDIWIN – Compassion: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

STRATEGIC PLAN 2025 (DEVELOPED IN 2015-2016)

Direction 1: Promote and share our understanding of Anishinaabe bimaadiziwin while strengthening the union of cultures in an inclusive environment

Direction 2: Embrace the sense of belonging: Campus communication and team building

Direction 3: Promoting social equality and wellness by integrating and centralizing service availability on campus

Direction 4: Using information to analyze and advance a quality education for student success.

Strategic Directions (Strategic Plan 2025):

Prior to this process, FDLTCC's most recent strategic plan was developed at sessions that occurred on September 10-11, 2015 and October-May, 2016/2016. The process was facilitated by Indigenous Collaboration, which also used a version of the Technology of Participation (ToP) strategic planning method employed by Northspan in this process. The plan was designed as a ten-year plan, though it only outlined strategies for 2015-2017; between the expiration or completion of these priorities and significant changes in the environment FDLTCC operated stemming from the Covid-19 pandemic, the college determined that it needed a new strategic plan.

BACKGROUND INFORMATION COMPILED:
- Historical Scan
- Basic Data About the Organization
- Positive and Negative Trends, Advantages and Disadvantages

CONSENSUS VISION STATEMENTS:

Towards Superior Provision of Services to Students and Community
- Accessible, cutting edge technology judiciously used to deliver & support innovative, culturally relevant curriculum
- Varied resources that expand community relationship opportunities to meet student needs
- Sustainable & consistent financial resources, sponsorships & partnerships

Towards Student-Centered, Culturally Responsive Premier Academics that Graduate Highly Successful Students

- Premier academic leader offering culturally inclusive & responsive education guided by indigenous world view & values

- We graduate highly successful well-prepared Native students who are grounded in their cultural values

- Holistic, multi-dimensional, intergenerational, family-friendly services adaptive to student learning & accessibility needs

- Recognized as an environmentally responsible, welcoming, culturally rich learning community led by the pipe & drum

- Global relationships & opportunities that nurture & inform indigenous inclusion in worldwide learning

- Modern, holistic wellness center that promotes the mental, physical & emotional well-being of all

- Leadership legacy embodies Anishinaabe culture, values & experience

UNDERLYING CONTRADICTIONS:

- We have multiple roles, are reactive & in distress at cost of progress, cooperation, mutual trust and respect

- We don't intentionally or consistently confront or address topics of race, privilege & full diversity among employees (staff & faculty) and students

- Inconsistent efforts to develop funding has undercut our visibility among funders & narrowed our approach to acquiring resources

- We cooperate intermittently & inconsistently own our performance as a team

- We attempt to holistically accommodate virtually every student reality & it's time consuming & resource intensive

STRATEGIES FOR 2015-2017:

- Campus Communication and Team Building

- Developing culture & structure to foster and support values-driven communication & enhance interdependent relationships

- Create Elementary Teacher Education Baccalaureate Degree

- Honoring & celebrating the union of cultures in the 21st century

- Increase Retention by 15%

- Promoting social equality & wellness by integrating & centralizing service availability on campus

- E-Online and Immersive Telepresence Offer Advanced Technology

- Analyzing information to form the baseline for strategic decision-making

- Baccalaureate Degree, Library, Video Production Studio, & WINHEC Accreditation

- Developing our capacity to diversify & securing funding & strategically align it with operational priorities

HIGHER LEARNING COMMISSION ACCREDITATION

- Initially granted by the Higher Learning Commission in 1997

- Most recently reaffirmed in 2015-2016

- Next reaffirmation scheduled for 2025-2026

- 16 associates degree programs, 1 bachelors degree program, and 18 certificate programs

WORLD INDIGENOUS NATIONS HIGHER EDUCATION CONSORTIUM (WINHEC) ACCREDITATION

- Provided high level commendations for FDLTCC, its leadership, and efforts to integrate mainstream and Indigenous higher education and articulate cultural standards.
- Recommends expanded language coursework for language revitalization, expanded early childhood education, establishment of a dean for the program, and a clearer representation of the organizational structure
- Recognized as a full member of WINHEC, with full accreditation for Dibaajimowinan (Telling Our Story) and provisional status for Nimdaa'o'o gikendasowin

ACCREDITATION – ADN PROGRAM REVIEW

Conditional status from Accreditation Commission for Education in Nursing and Minnesota Board of Nursing due to NCLEX-RN pass rates being below established thresholds

- Led to a consultation with concrete steps for improvement
- Mentorship program for students with higher risk of attrition
- General education requirements and nursing course credit allocations revised
- Curriculum revised to ensure progression
- Disproportionately affected by the pandemic

ACCREDITATION – ELEMENTARY EDUCATION

- Bachelor of Science in Elementary Education degree recommended by accreditors in June 2022
- Found value in offering the degree, successful background work to prepare for it, and adequate capacity to implement it
- Some work necessary to enhance assessment process and resolve issues that could affect financial aid and human resources
- Comprehensive evaluation visit and federal compliance review in 2025-2026

MINNESOTA STATE INFORMATION

Official Name: Board of Trustees of the Minnesota State Colleges and Universities

Vision: The core value of the Minnesota State Colleges and Universities is to provide an opportunity for all Minnesotans to create a better future for themselves, for their families, and for their communities.

Mission: The core commitments of Minnesota State Colleges and Universities are to ensure access to an extraordinary education for all Minnesotans, be the partner of choice to meet Minnesota's workforce and community needs, and deliver to students, employers, communities and taxpayers the highest value/most affordable higher education option.

- Each college and university has a distinct mission that is consistent with, and supportive of, the overall mission of Minnesota State Colleges and Universities.
- Minnesota State has frameworks in which all of its constituent colleges and universities operate

2014 FACILITIES MASTER PLAN UPDATE

- Campus includes 185,398 s/f of buildings
- 2006-2014 additions to the plan: Cultural Center addition, library expansion, accessibility improvements, chiller and boiler replacements, main building roof replacement

2014 VISION:

- Complete the Thunderbird (East Wing) for STEM education (has not been funded)
- Ongoing maintenance and retention of unique architecture (part of the above goal)
- Environmental stewardship (ongoing priority)
- Improved parking and pine forest management (only an issue when enrollment is high)
- Right-sizing and enhancing areas for nursing and law enforcement (postponed by Covid-19; some work planned for spring 2023)

ANNUAL NEW STUDENT RECRUITMENT PLAN

1. Conducts a situation analysis, including relevant data
2. Sets quantifiable, measurable, and realistic goals
3. Formulates key strategies and enabling objectives
4. Develops action plans
   - Includes 20 key strategies

2020-2025 TECHNOLOGY MASTER PLAN (REVISED JULY 2022)

- Mission: We provide technological support for achieving success at Fond du Lac Tribal and Community College.
- Our system and campus services:
  - Enhance teaching and learning.
  - Strengthen leadership, planning, and decision-making.
  - Increase user productivity.
  - Generate confident and satisfied students, faculty, and staff.
  - Ensure timely and efficient access to information.
- Purpose is to fulfill the mission, guide IT priorities, and provide data to Minnesota State
- Aligned with existing strategic plan

MARKETING AND RECRUITMENT CONSULTATIONS – RNL, LLC

First engagement: 3 in-person visits in fall 2021
Second engagement: 4 virtual sessions in spring 2022, followed by an in-person visit

Report on an initial visit established the following goals:

- Create clear and realistic new student goals that are quantifiable, including goals for key market segments and dedicated funnels for each
- Define market segments with micro goals
- Enhance website to cater to motives of each segment
- Purchase names of all high school juniors and seniors in primary service area from the ACT
- Aggressively target CITS students
- Determine primary and secondary markets for traditional high school students, based on application and matriculation data
- Top 3-5 business and industry feeders prior to enrollment
- Conduct a market penetration study of primary market high schools
- Determine rhythm of enrollment cycle
- Better promote scholarships for Native American students
- Research yield rates for students who are Pell eligible vs. those who are not

- Provide program coordinators with more information so they aren't making cold calls
- Creation of a yield communication that promotes features and benefits of an FDLTCC education (not just outlining next steps)
- Greater attention to adult marketing
- Creation of free "How to take an online class" course
- Formation of an enrollment management committee

SUMMARY OF SECOND MARKETING AND RECRUITMENT CONSULTATION – RNL

- Developing historical funnels
- Goal of increasing market share at high schools in primary area
- Looking for unduplicated athlete data
- Creates goal setting scenario based on 5-year average

Segments:

- CITS students
- Direct from high school (about 20%)
- Native American (about 30%)
- Athletes
- Transfer-in (including PSEO, but not CITS; about 12%)
- Adults (25 years old and up; about 30%)

Primary area: Around and just north of Cloquet, including Duluth, Superior, south to Pine, and west to Mille Lacs

Secondary area: remainder of Minnesota and Wisconsin

Tertiary area: All other 48 states

Strategies to achieve goal:
Communication plan with prospective students

- Prospects
- CITS
- On-campus visits

Off campus travel with visits to high schools and related events

PERCEPTION RESEARCH (RNL)

Perceptions to promote:

1. Tribal affiliation
2. Good fit for traditional direct high school students who are ready for, or want to ease into, college
3. Law enforcement and nursing
4. Excellent institutional choice and pathway (even if not first choice/attempt)
5. Supportive faculty and staff; students are successful; feels like home; is life changing
6. We are Cloquet's community college (close to home)
7. Union of cultures: diversity, equity, and inclusion
8. Education is life changing
9. Physical campus setting creates optimal learning environment for traditional, residential students

PERCEPTIONS TO OVERCOME:

1. Appears to cater only to Tribal students
2. Not a good fit for non-traditional students
3. Does not have a wide selection of programs, courses, and delivery modalities
4. Not trending in the market
5. Learning environment not optimal for adult students
6. Dearth of on campus activities

RECOMMENDATIONS:

- Be the "college of choice" for students who see FDLTCC as a stepping stone for continued education or workforce entry
- Add value to Cloquet and surrounding communities
- Celebrate Native American heritage and culture; create required introductory course
- Close the gap between inclusivity and perception that FDLTCC is only for Native Americans
- Expand academic catalog for high school students (e.g., online courses)
- Study feasibility of a campus-owned shuttle (or rental car service)
- Survey on student entertainment
- Feasibility of athletic program expansion, e.g., lacrosse

ADDITIONAL RNL RECOMMENDATIONS FROM END OF PROCESS:

- Section on Student Success Plan structuring, implementation of metrics, and key strategies
- Potential for vocational and technical courses, programs, or certificates that would benefit the market area, especially if not offered by Pine Tech or Lake Superior College
- Becoming more visible in Cloquet through civic and leadership roles
- Developing ground rules for meetings
- Thank high schools whose graduates attend FDLTCC
- Run reports on where FDLTCC is up in new and continuing enrollment to track successes
- Consider a low daily rate for housing for adult commuter students when they would benefit from such a situation
- Reach out to all accepted applicants who do not enroll

2022-2023 ANNUAL STUDENT SUCCESS PLAN

- The most recent Annual Student Success Plan includes extensive data on retention and completion and Addresses MN State's 2030 Equity by Design goals.
- FDLTCC is a member of Achieving the Dream (ATD), the nation's largest network of community colleges working to become strong engines of student and community growth, since 2017; led to considerable growth in tracking of success. It received Leader College designation, which recognizes and celebrates community colleges that have achieved and sustained substantial improvements in student outcomes, in spring 2022.

Data analysis is ongoing; initial conclusions:

- College struggling to improve overall 2nd fall persistence and completion since fall 2019
- Some successes in disaggregated data, including some improvements for Native American students, and for the AA degree cohort
- 3rd spring graduation rate has been increasing
- Aiming to create retention goals

Holistic Student Support Elements:

- Orientation and Student Transition
- All School Meet and Greet
- New Student Orientation Online Module
- New Student Questionnaire (Basic Needs Intake)
- Seek to Learn (Nandagikendan) Academy
- Advising Redesign/Paired Advising
- Guided Pathways-Work and Grand Planner
- North Star Student Success Platform (Early Alert and Intervention Process)
- Housing and Student Athlete Student Success Process
- TRIO/Student Support Services Program
- Academic Needs Survey
- Online Learner Practices
- Additional General Strategies and Tactics

Re-Enrollment and Recruit Back Processes

- Retention of Currently Enrolled Students Plan
- Re-Recruit to Former Students Plan

APPENDIX 3

Community Survey Summary 02.24.23

BACKGROUND

As part of its strategic planning process, Fond du Lac Tribal and Community College (FDLTCC) solicited input from a wide variety of stakeholders through a community survey. This survey was administered by Northspan and was distributed electronically between February 3 and 19, 2023. It received 118 responses, exceeding a goal established at the start of the process. A paper version of the survey was available for anyone who requested it.

The survey sought feedback from a wide range of groups and successfully reached a broad cross-section of the community. It asked respondents to assess FDLTCC's mission, vision, and values and complete an analysis of its strengths, weaknesses, opportunities, and threats, along with the identification of ideas that could feed into a practical vision for the strategic planning process, underlying contradictions that could prevent the college from reaching this vision, and strategic directions that would allow it to achieve its goals. These ideas follow the same format that FDLTCC's strategy committee will use when it develops these formal elements of the strategic plan and will be shared with the committee for their consideration.

RESPONDENT DEMOGRAPHICS

The survey asked a series of questions to ensure it reached a representative sample.

Age

The first question solicited respondents' ages, and the results showed a wide cross-section; while a majority of respondents were in the 35-64 age range, reflecting the ages of most FDLTCC faculty and staff, it also incorporated a large cross-section of ages, including youth and seniors.
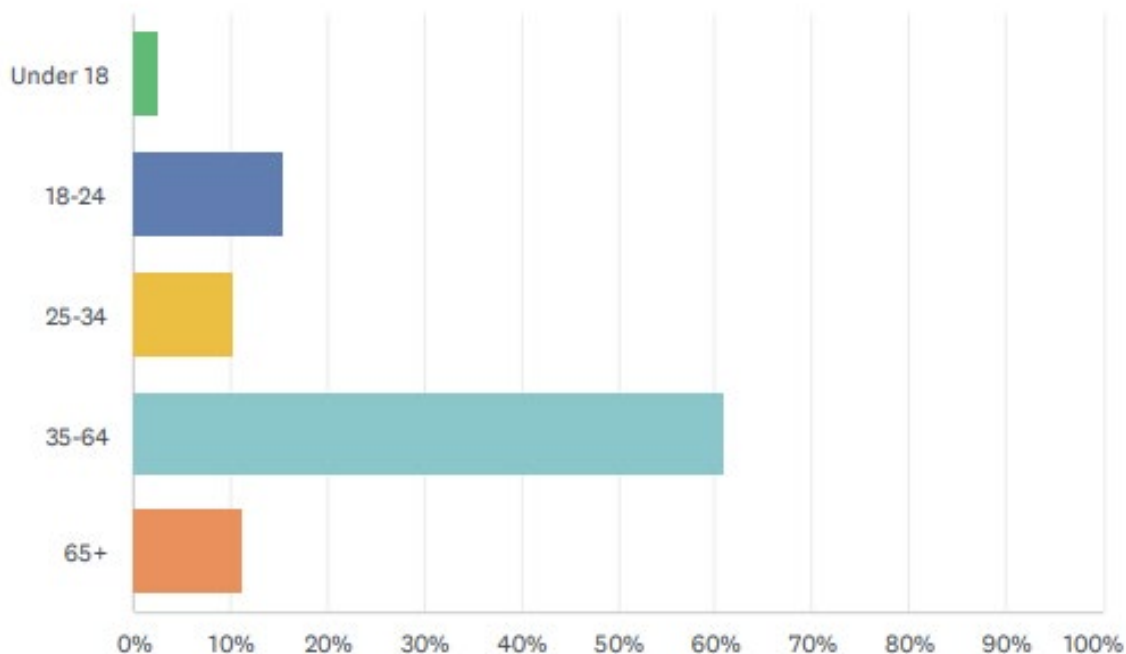
Race, Ethnicity, and Other Self-Identified Categories

Group	Percent
White or Caucasian	76.9%
Native American or American Indian	29.9%
Member of LGBTQ2S+ Community	6.8%
Person with a Disability	4.3%
Black or African American	3.4%
Two or More Races	3.4%
Veteran	2.6%
Hispanic/Latinx	1.7%

The survey asked participants to self-identify their race, ethnicity, or membership in other protected classes. While about three quarter of respondents identified as white, nearly 30 percent said they were Native American or American Indian, a percentage that is nearly identical with the proportion of the student body, according to a marketing and recruitment consultation by RNL, LLC. Other percentages are also roughly in line with those of the student body.

Affiliation with Fond du Lac Tribal and Community College
Respondents were also able to share their affiliation with the college. While the most frequent response was for general community members, over 40% identified as current students in some capacity, and nearly 20% were staff. The survey also drew significant numbers of alumni and local government partners, along with some vendors or contractors with the college. Respondents were able to choose multiple options, leading to some overlapping categories.

| Group	Percent
Community Member	33.6%
Full-Time Student	27.6%
Staff	19.0%
Adult Student (Age 25+)	16.4%
Part-Time Student	13.8%
Alumnus	9.5%
Local Government	9.5%
Fond du Lac Band Member	6.0%
Student-Athlete	4.3%
Vendor or Contractor	4.3%
Post-Secondary Enrollment Option (PSEO) Student	3.5%

Community of Residence

The next question asked where respondents resided. About 33% lived in Cloquet, while close to 60% were somewhere within Carlton County; beyond that, nearly a quarter of respondents were in Duluth or surrounding areas in southern St. Louis County, while another 5% came from Superior or Douglas County. Ten percent of respondents lived outside these areas, with responses including Pine County, Mille Lacs Band of Ojibwe tribal lands, Aitkin County, and northern St. Louis County, along with a few other locations further afield.

Community	Percent
Cloquet	33.1%
Duluth/Southern St. Louis County	24.6%
Other Community	10.2%
Elsewhere in Carlton County	10.2%
Carlton	7.6%
Esko	5.1%
Superior/Douglas County	5.1%
Fond du Lac Reservation	4.2%

TIME ON CAMPUS

Two questions explored how often visitors come to campus, and for what purpose. Over half of respondents are on campus multiple times a week, while just over a quarter visit a few times a month. About 18% of respondents do not visit regularly but either attend classes or events remotely or are otherwise engaged with the college as community members.
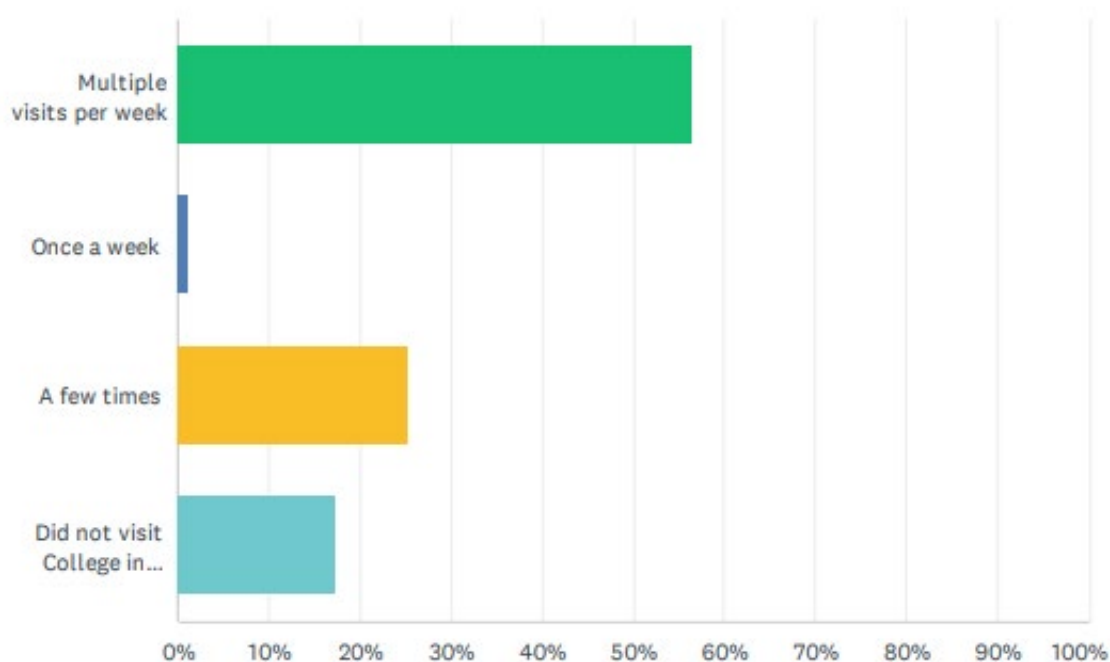
Reasons for Visiting Campus

The most frequent reasons for visiting campus were not necessarily classes; nearly half of respondents came to attend community or cultural events, or some sort of meeting. About of third marked "other reasons," with a majority of that group using the comments to say they came to campus for work. However, many gave other reasons for visiting, including presentations, child care, board meetings, work as a counselor, or to offer tutoring.

Response	Percent
Attended a community or cultural event on campus	49.4%
Attended a meeting on campus	49.4%
Attended a class on campus	43.7%
Visited campus for other reasons	33.3%
Attended a class online	32.2%
Attended a sporting event on campus	13.8%
Visited campus to learn more about educational programming	6.9%
Attended a community or cultural event online	5.8%

SWOT Analysis
The survey includes an analysis of strengths and weaknesses of the college, along with identification of external opportunities and threats it faces. Responses were clumped into categories and are listed in approximate order of frequency.

Strengths	Weaknesses
• **Student supports** • Faculty and staff • Small, supportive campus • Setting and facilities • Inclusive and welcoming • Integration of Native American culture • Serving non-traditional students; CITS and PSEO • Providing access to higher education • Communication • Cost	• Limited courses/degree programs • Support for vulnerable students • Stretched thin administratively • Lack of campus community • Academic requirements/standards • Leadership turnover/void • Technology support • Location and accessibility • Siloed departments • Focused on single culture • Unsupportive faculty and staff • Hiring processes

Opportunities	Threats
• **Greater employer engagement** • Expanded marketing and recruitment • New programs • Strengthen ties with Fond du Lac • Community events and partnerships • New funding opportunities (grants, state, federal) • Deepen campus community • More flexible scheduling/more online education • Child care or parenting groups • Pathways to further education • More scholarships • Expand transportation/accessibility	• Mismatch between programs and available jobs • Students not seeking higher ed (burnout, generational divides) • Politicization of higher ed • Staffing and workforce • Local demographic trends • Competition from other colleges & online alternatives • Changing technology and AI • Campus and forest maintenance • Increasing bureaucracy • Negative publicity • Lack of awareness • Issues within particular departments

MISSION, VISION, AND CORE VALUES

Next, respondents were asked about FDLTCC's current mission, vision and core values. Recognition of the statements was relatively low, but respondents tended to agree strongly with the sentiments they expressed.

VISION

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

- 62% recognize this as the vision statement
- 91% feel the statement is relevant

MISSION

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

- 70% recognize this as the mission statement
- 96% feel the statement is relevant

CORE VALUES

Respect (Manaaji'idiwin)
Integrity (Gwayakwaadiziwin)
Stewardship (Ganawenjigewin)
Innovation (Maamamiikaajinendamowin)
Compassion (Zhawenjigewin)

- 83% recognize these as the value statements
- 96% recognize them as relevant

To achieve this mission, we will…
The mission statement included several elements that FDLTCC sought to do to advance the mission. The survey asked respondents to rate progress on each of these elements, and their responses are summarized in the table below.

	Considerable Progress	Some Progress	Little Progress	Not Sure
Promote scholarship and academic excellence through transfer and career education, and to provide access to higher education by offering developmental education.	49%	33%	2%	16%
Respectfully promote the language, culture and history of the Anishinaabeg.	70%	18%	1%	11%
Provide programs which will celebrate the cultural diversity of our community and promote global understanding.	52%	34%	5%	9%
Promote a sense of personal respect and wellness.	55%	31%	5%	9%
Provide technological opportunities and experience, preparing students for the future.	48%	36%	6%	10%
Provide programs and baccalaureate degrees that fulfill our commitment to American Indian communities, our land grant status, and the union of cultures.	52%	29%	4%	15%

PRACTICAL VISION
The next section of the survey asked participants to consider the question: *"What do you want to see in place in 3 years as a result of our strategic planning actions?"*

Responses clustered into the following themes:
- Broadened course & degree offerings
- Holistic student support
- Targeted recruitment & increased enrollment
- Upgraded, maintained facilities & campus
- Improved employer connections & placement
- Reinvigorated, visionary leadership
- Growing, supported faculty & staff
- Greater community connections
- Strengthened Native American community

UNDERLYING CONTRADICTIONS
After identifying their practical vision, survey participants were next asked to identify **underlying contradictions,** addressing the prompt *"What may be blocking or holding us back from moving toward your practical vision?"*

Responses include:
- Unmet student needs limit academic success
- Uncertain leadership complicates campus culture
- Weak communication & collaboration inhibits unified strategy
- Underdeveloped outreach planning hurts enrollment
- Limited offerings challenge academic & professional advancement
- Limited campus planning prevents upgrades & investments

STRATEGIC DIRECTIONS
Finally, respondents were asked to reflect on their answers to the previous two questions and asked to consider *"What innovative things (actions, programs, or efforts) can our community and staff do, create or take one to move your Practical Vision ideas into accomplishments?"*

Seven aggregated strategic direction ideas emerged:
1. Fostering supportive campus culture
2. Creating and expanding programs
3. Implementing strategic leadership initiatives
4. Investing in campus facilities & experience
5. Broadening student recruitment methods
6. Improving employer connections for career placement
7. Expanding community partnerships

APPENDIX 4
Board, Leadership Staff, & Strategy Committee Survey Summary 03.23.23

BACKGROUND

As part of the strategic planning process, Fond du Lac Tribal and Community College (FDLTCC) staff, board, and strategic planning committee members were invited to take a survey to assess the group's progress on the current strategic plan and reflect on FDLTCC's vision, mission, and values. In addition, participants were asked to complete an analysis of the organization's strengths, weaknesses, opportunities, and threats and identify a vision for the future. The survey was distributed via e-mail and was open from February 1, 2023 until February 19, 2023; of 35 invitees, there were 20 responses.

PROGRESS ON CURRENT STATEGIC PLAN

Participants were asked to evaluate progress on FDLTCC's existing strategic plan by ranking each action item *Completed/Accomplished, Needs More Work, No Longer a Priority, or Unsure.* The action that was ranked highly as completed was the creation of an opportunity for a Bachelor's degree program in Elementary Education that emphasizes the Anishinaabe Gidizhitwaawinaanin to enhance future culturally responsive classrooms. Actions still seeking more work toward completion include engaging community, private and government stakeholders, and evaluating and improving on camp offerings.

Strategic Direction #1: Promote and share our understanding of Anishinaabe bimmadiziwin while strengthening the union of cultures in an inclusive environment	Completed/ Accomplished	Needs More Work	No Longer a Priority	Unsure
Improve campus engagement by incorporating FDLTCC core values throughout the school culture	28%	62%	-	10%
Improve information, presentation and participation about the Anishinaabe language and life ways	24%	71%	-	5%
Offer courses and activities that foster bimaadiziwin (life) at FDLTCC and outlying communities	24%	71%	-	5%
Expand Anihinaabeg Gikendaasowinan (American Indian Programs) by offering instruction through traditional and contemporary platforms	28%	67%	-	5%
Create an opportunity for a Bachelor's degree program in Elementary Education that emphasizes the Anishinaabe Gidizhitwaawinaanin (Our Cultural Standards) to enhance future culturally responsive classrooms	76%	24%	-	-

Strategic Direction #2: Embrace the sense of belonging: campus communication and team building	Completed/ Accomplished	Needs More Work	No Longer a Priority	Unsure
Enhance internal communication and promote a teaching and learning environment	19%	71%	-	10%
Respecting and valuing our community partners	33%	62%	-	5%
Engage community, private and government stakeholders	10%	80%	-	10%

Strategic Direction #3: Promoting social equality and wellness by integrating and centralizing service availability on campus.	Completed/ Accomplished	Needs More Work	No Longer a Priority	Unsure
Enhance internal communication and promote a teaching and learning environment	24%	66%	-	10%
Spark interest in social issues and leadership	10%	66%	-	24%
Integrate public service into student life	14%	67%	-	19%
Promote sound money practices	29%	52%	-	19%

Strategic Direction #4: Using information to analyze and advance a quality education for student success	Completed/ Accomplished	Needs More Work	No Longer a Priority	Unsure
Enhance internal communication and promote a teaching and learning environment	28%	62%	-	10%
Evaluate and improve on-campus offerings	5%	81%	-	14%
Evaluate and improve off-campus offerings (CITS, outreach, distance, online)	24%	52%	-	24%
Develop efficient information resources/processes for reporting and decision making	14%	76%	-	10%
Develop comprehensive needs assessment, internally and externally	14%	76%	-	10%

MISSION, VISION, VALUES

Next, respondents were asked about FDLTCC's current vision, mission and values. Most participants recognized the current statements and were asked to provide further feedback on the relevance.

VISION:

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

- 90% recognize this as the vision statement
- 95% feel the statement is relevant

Comments:
- I'm more familiar with the mission
- I selected no because I am not totally sure what the vision statement means. It needs a little more context. I am not our partners would understand the vision without background information on its intent. So, if it is not changed then maybe after the vision statement a short narrative to explain the meaning could be developed.
- I think we have some work to do to focus on "unity"

MISSION:

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

Promote scholarship and academic excellence through transfer and career education, and to provide access to higher education by offering developmental education.

Respectfully promote the language, culture and history of the Anishinaabeg.

Provide programs which will celebrate the cultural diversity of our community and promote global understanding.

Promote a sense of personal respect and wellness.

Provide technological opportunities and experience, preparing students for the future.

Provide programs and baccalaureate degrees that fulfill our commitment to American Indian communities, our land grant status, and the union of cultures.

- 95% recognize this as the mission statement
- 95% feel the statement is relevant

Comments:
- Remember the union of cultures
- I refer back to the mission on a daily basis
- I selected no because mission statements tend to be short. A sentence or two. This seems like guiding principles. It is relevant and needed, but it is long.
- should/could reflect our tribal charter
- I think we need to focus on what "union of all cultures" means.

CORE VALUES:

Respect (Manaaji'idiwin)

Integrity (Gwayakwaadiziwin)

Stewardship (Ganawenjigewin)

Innovation (Maamamiikaajinendamowin)

Compassion (Zhawenjigewin)

- 95% recognize these as the value statements
- 100% recognize them as relevant

Comments:
- The college's efforts to infuse core values into coursework can potentially be a model for other colleges and universities.
- The values are beginning to be more referred back to in/around campus and in our curriculum.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT) ANALYSIS

Strengths

- Sense of community and support, open door policies, respect orientation, and personal relationships
- Anishinaabe culture, staff, identity and WINHEC accreditation
- Dual status of college as tribal and community college, part of the MN State system
- Intimate setting and learning environment, small campus and class sizes, beautiful infrastructure
- Program, degree and course offerings, 4 year elementary education, Anishinaabe language courses, programs, and community outreach
- Focus on students
- DEI aware and focused, minorities feel safe, wide variety of ages on campus
- Engaged, supportive, committed and caring staff, both long-term and new
- Communication to the campus community as a whole
- Affordability and financial responsibility

Weaknesses

- Need more indigenous professionals
- Unsure of alignment between college offerings and market need
- Limited, under resourced staff wearing multiple hats, lots of staffing changes, aging staff and a need for better training and onboarding.
- Communication across all areas, programs, departments, local community and beyond
- Understanding of college tribal history and status
- Course availability and offering consistency, delivery (online) and transferability
- Dorms/housing on and off campus, limited space for athletic facilities and offices
- Leaderless, no succession planning, unequal support to all departments, and missing guidance
- Understanding own biases, unneeded "culture of poverty" within institution, everyone does not feel welcome
- Not enough gatherings and no transportation for people without vehicles
- Declining enrollment

Opportunities

- Partner and share classes, faculty, with other tribal colleges and universities
- Maintain and grow relationships and partner with local communities, schools, businesses and FDL Reservation
- Exploring job market trends and growing programming to meet needs, finding out needs of local community, developing and hosting training
- Demand for workers in fields in which we have programs (law enforcement, nursing,), programs related to major local industries and employers
- Utilize CITS and PSEO programs to provide new opportunities and pathways for students
- Use marketing channels including social media, billboards, commercials; showcase student success, capitalize on local community higher ed and lower cost
- Societal focus on cultural competency, diversity, inclusion and college mission (to unite cultures)
- Adults and retirees targeted
- Availability of funding in workforce, economic development, and colleges tribal status
- Expand online offerings and packages and maximize use of local fiberoptic network

Threats

- Competition from other learning institutions
- Racism, divisiveness in politics, and bias
- Declining enrollment due to changing demographics, school location away from major population centers
- Current rogram technical fields unpopular in recent years (law, healthcare), missing other technical, trade programs
- Low unemployment, competition for workforce, no requirements for postsecondary education
- Reputation as a "second choice college," unclear brand messaging, lack of connection with community
- Keeping talented staff due to lack of advancement, work from home options, lack of salary/work flexibility
- Changes in state and federal funding
- Being siloed and missing opportunities to partner, relationship with FDL band sour,
- Enrollment, retention and transfer issues, limited broadband and laptops for remote students

PRACTICAL VISION

The next section of the survey asked participants to consider the question: *"What do you want to see in place in 5 years as a result of our strategic planning actions?"* Responses clustered into the following themes:

- Updated, workforce-informed offerings
- Increased faculty, staff, and student attraction and retention
- Authentic equity & inclusion leader
- Improved campus infrastructure
- Strong community connections

UNDERLYING CONTRADICTIONS

After identifying their practical vision, survey participants were next asked to identify **underlying contradictions,** addressing the prompt *"What may be blocking or holding us back from moving toward your practical vision?"* Responses include:

- Outdated, undefined practices constrain programming and campus visions
- Limited, overtaxed staff inhibits involvement
- Underdeveloped branding results in unclear community perception
- Societal and relational barriers reduce student retention
- Shifting demographics increase competition for students
- Reduced funding challenges operations

STRATEGIC DIRECTIONS

Finally, respondents were asked to reflect on their answers to the previous two questions and asked to consider *"What innovative things (actions, programs, or efforts) can our community and staff do, create or take on to move our Practical Vision ideas into accomplishments?"* Five aggregated strategic direction ideas emerged:

- Updating program offerings to meet workforce and indigenous cultural priorities
- Improving internal communication to inspire buy-in
- Developing holistic student supports to address challenges
- Hiring and training staff to achieve college core values
- Marketing and partnering to build connections and improve perception

APPENDIX 5

Focus Group Summary 03.23.23

OVERVIEW

On February 24, 2023, Northspan facilitated two focus groups at Fond du Lac Tribal and Community College to gather input on its strategic planning process. The first session, which was targeted at students, had two participants, while a second catered to community members drew nine participants. The students included one who went straight to FDLTCC from high school and one mid-career students, while the community participants included local stakeholders from government, K-12 education, industry, and the trades.

In these two-hour sessions, Northspan provided an overview of the strategic planning process and shared results from the community survey for reactions and feedback. Participants provided input on the college's strengths, weaknesses, opportunities, and threats; reacted to its mission, vision, and core values; and commented on themes for a practical vision for the strategic planning process, underlying contradictions preventing FDLTCC from reaching that vision, and strategic directions that could move it toward the practical vision. This document summarizes the comments made by participants in these two sessions and offers some conclusions relevant to the strategic planning process based on their input.

SWOT
Strengths:
Students:
- Students felt the strengths were accurate. They felt like the faculty had staff to support them and they weren't just a number. One of the primary reasons they came to the college was due to how small it was.

Community Members:
- Community members did not see any surprises but were pleased to see PSEO listed as a strength. They have heard that the faculty and staff are really responsive, even for those attending online class.

Weaknesses:
Students:
- Students disagreed with the lack of campus community. They felt like there is a sense of community, but students can easily bypass it if they want to. There are many opportunities to be involved if they choose to engage.
- They also disagreed with the comments about vulnerable students not being supported. As a person with dyslexia, one student felt well-supported and that the faculty are willing to go extra steps for her. They feel like communication about the supportive services is frequent and ongoing.
- Students agree that the staff do seem stretched thin but recognize that being short-staffed is a reality that many are experiencing. This directly affects the number of classes the college can offer.
- Students recognize that the college is focused on a single culture but that is the nature of being a tribal college.

Community Members:
- Community members were surprised to see that staff and faculty were listed as unsupportive. They were also surprised that lack of community was on the list as there are many opportunities for the greater community to be involved. They suggested increased marketing.

Opportunities:
Students:
- Students shared that from their own experience, employers are reaching out to them to share job opportunities, often multiple times a week.
- More flexible scheduling for classes would be helpful. The limited timeslots for classes (specifically only those offered in the evening or only once a year) conflict with their home lives as adult students with children. Having flexible scheduling or options for classes is a big draw for students.
- There are many opportunities to apply for scholarships which are shared with the student body, but perhaps the knowledge isn't shared within the community.
- Participants would like a program with transit to have more affordable transportation for students.

Community Members:
Partnerships with other colleges can be difficult because of how many colleges and programs are in the area. It is critical to understand as a college where it and its programs fit into the niche.

Threats:
Students:
- Depending on the program, there may not be a lack of available jobs. Students not seeking higher education or experiencing a generational divide also varies based upon which program or type of education they are seeking.

Community Members:
- Having a niche market can be difficult, and right now is a more difficult time to have programs focused on human services. There isn't a lot of wage growth in human services, but there is in programs such as construction and industry-related programs.
- A mismatch between programs and available jobs is difficult because the market is changing and additional research needs to be done. Factoring in if students want to stay in the area or leave can shape what programs are offered.
- Students are often concerned about the cost of education and the complexity of repayment. Additionally, local students weren't considering FDLTCC as an option and this might deserve a closer look. There could be some more outreach conducted at younger ages which could encourage more PSEO and interest in attending FDLTCC. Outreach could be centered around the transfer of credits to FDLTCC but at a lower cost of other universities.

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

- 62% recognize this as the vision statement
- 91% feel the statement is relevant

Students:
- Focus group student participants were not familiar with the vision statement. They felt that it could use rewording as it is "too fluffy."

- Students highlighted some of the elements of the vision. Unity needs to be a part of the vision but it is not practiced currently. The student body does not demonstrate respect while attending classes amongst other aspects of the vision statement.

- Their conclusion is that the vision statement has good elements, but the student body doesn't exercise it.

Community Members:
- Community Members do not recognize the vision, but they did feel it was relevant. The college has provided a pathway for individuals to explore if college is right or if they want to continue. An example: a family member was working at a casino and was able to take classes. Eventually he was able to transfer credits to Augsburg and complete his degree there in less time.
- The vision statement is broad. There isn't a good place to capture really big ideas that fit in the vision and push them forward as you would in strategic planning.
- One participant felt that this was one of the better vision statements he has seen.
- The more opportunities and experiences the college could provide students can help them dream for the future but the current structure of the educational system may hinder students from dreaming about more than making a living. A suggestion was made to highlight, bold, or change the word "dream" in the vision statement to bring more attention to it in the vision statement and as a result, encourage students to focus on it.

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

- 70% recognize this as the mission statement
- 96% feel the statement is relevant

Students:
- Students are familiar with the primary mission statement.
- They believe there are opportunities for the college to be culturally diverse but there is no one there to push it. They recognize that there are some groups of people that might not feel culturally represented outside of specific groups/spaces of the college (I.e., individuals on sports teams participating in activities outside of the sports teams). The college does attempt to be more culturally inclusive; however, this also requires student engagement.
- It is hard for LGBTQ students to feel accepted on campus due to the lack of support. The college may not be aware that the need is there.
- Lots of rebuilding could be done on campus for the community and student body. This was greatly affected by COVID-19.

Community Members:
- Community Members were not familiar with the mission statement.
- They expressed confusion on what providing higher education for "its communities" means. As a state and tribal college, they have a number of communities that they serve including students who come from different ethnicities. FDLTCC is strong in honoring Native American cultures, but the college could be better about other cultures. The college is aware of this concern and is trying to address it, but this isn't as visible in the community. The name of the college may discourage students from enrolling. Students may see the title/label "tribal and community college" as being confusing and are not clear that it is available to anyone who walks in the door. Many expressed experiences where they clarified to other community members that the name "Fond du Lac" doesn't mean it is exclusively for tribal members.
- Some students feel that they should be able to choose which culture they focus on for their degree while some feel that this will detract from focusing on their celebration of their local community. To increase the student body, some community members suggest that FDLTCC needs to look at the whole picture including what students are interested in (such as classes on other cultures) and not just the thoughts of the staff, faculty, and community.
- They think the "we will" section of the mission statement is fantastic as the vision and mission are generally so broad. This helps to provide boxes to check and tangible ways to exercise the vision and mission statements. It helps support what could be general generic sentences.
- In a competitive market, FDLTCC needs to focus on student interest. If they don't have the programs that the students want, they are not going to come. Every part of the "We will" mission statements could be met but without the right programs, students won't enroll.

CORE VALUES
Respect (Manaaji'idiwin)
Integrity (Gwayakwaadiziwin)
Stewardship (Ganawenjigewin)
Innovation (Maamamiikaajinendamowin)
Compassion (Zhawenjigewin)

- 83% recognize these as the value statements
- 96% recognize them as relevant

Students:
- Students were familiar with the core values and felt they were relevant.
- Innovation is hard for many places but the college is trying.

Community Members:
- Community members felt the values were still relevant and could be included at home.

FOND DU LAC TRIBAL AND COMMUNITY COLLEGE
FOCUS GROUP SUMMARY

PRACTICAL VISION
The next section of the survey asked participants to consider the question: *"What do you want to see in place in 3 years as a result of our strategic planning actions?"*

Responses clustered into the following themes:
- Broadened course & degree offerings
- Holistic student support
- Targeted recruitment & increased enrollment
- Upgraded, maintained facilities & campus
- Improved employer connections & placement
- Reinvigorated, visionary leadership
- Growing, supported faculty & staff
- Greater community connections
- Strengthened Native American community

Students:
- In an ideal world, participants would like to see some more bachelor's degree offerings but recognize that this is primarily a two-year college. Students would stay at the college if they were able to complete the degrees here. Additionally, they feel that having GED courses on campus would help the community.
- Students present experienced support from their department to help class credits transfer to local 4-year universities.
- Some enjoy having the option for hybrid classes while others prefer having in person instruction. This can accommodate different learning and lifestyles; one student noted that different instructors can have different definitions of what "hybrid" entails, creating confusion.
- Students didn't feel like anything was missing from the list.
- Holistic student support sticks out to the students. Addressing this is something that the college can do without needing to become bigger/increase staffing. There needs to be more information provided to students about supports available (I.e., laptop rentals). Other colleges have an "Intro to College" course to help new students navigate the new environment or teach non-traditional students how to use D2L (the online learning platform).
- Students highlighted mental health supports and having a mental health advocate/counselor on staff could help students who are struggling.
- Students felt that sports being emphasized was a surprise to see because of how difficult it is to build a good sports team when students only stay for two years.
- They dislike the idea of incentives to attend/engage in classes or notes being provided to students who don't attend.

Community Members:
- Community members pointed out that there is only one 4-year college degree offered currently but this isn't the focus of a 2-year college. The push to expand the programs and reduce the costs is a contradiction from what the college is trying to achieve. If it gets bogged down in offering these broadened ideas, it dilutes the college from what it is trying to be. The college could focus on trades, industries, and jobs such as construction and nursing to support the needs of the community, which is what a community college is for. There needs to be diversity in program type so that when some industries or jobs become more relevant, it offsets when others become less relevant.

- Creating a few innovative anchor programs to draw people in and then focusing on having a strong liberal arts program would be a strong win.
- Participants were not aware of any endowments for faculty positions. Local businesses and communities could be invited to participate to help support retention of faculty.
- The college could get its message and information out about the college to students and parents by focusing on local marketing. Everything goes back to the need for having students because without students, it doesn't matter if they have the best curriculum. Marketing could be focused on students through targeted recruitment before they are seniors to engage in PSEO to help funnel them to the college.
- Top of the list items for a strategic plan: saturate the education market in this area with marketing and strengthen relationships with regional employers in core programs. Instead of broadening course and degree offerings, perhaps they need to be more focused. Another strategy could be getting into high schools and speaking with students about the trades so they can be aware of what there is to offer without them having to incur debt.
- Advertising could emphasize "stay here, play here" because sometimes the reason some people come back to the region is what it has to offer recreationally. Market the college as offering small sized and personal education that individuals get at a private college but at a community college price. It may also be advantageous to include scholarships that are available in the marketing materials because individuals not in college already may not be aware of them.

UNDERLYING CONTRADICTIONS

After identifying their practical vision, survey participants were next asked to identify **underlying contradictions,** addressing the prompt *"What may be blocking or holding us back from moving toward your practical vision?"*

Responses include:
- Unmet student needs limit academic success
- Uncertain leadership complicates campus culture
- Weak communication & collaboration inhibits unified strategy
- Underdeveloped outreach planning hurts enrollment
- Limited offerings challenge academic & professional advancement
- Limited campus planning prevents upgrades & investments

Students:
- The students noted the underlying contradictions are very focused on staffing and internal capacity.
- The student session highlighted items in unmet student needs such as wellness checkups. Mental health affects students' abilities to complete class and having a mentor who checks in with them is helpful. This could be useful for other programs to be able to do the same. This mentor can help connect them with resources that will enable them to be successful. The example provided is a faculty member with some prior training within the nursing program. Currently, other programs may be relying on student support within the program for mental health support.
- Self-care should be incorporated into a "Welcome to College" class.
- Because of staff changes, there are gaps in services such as not ordering necessary supplies and books for classes. The students recognize that sometimes issues brought forward have additional factors that are out of the control of the college. There do seem to be a lot of teachers aging out and a lack of succession planning.

Community Members:
- Community members echoed previous comments about finding niches in our community to attract students. They recommended the college identify employers and jobs in the area, demonstrate how the college will provide the necessary training, and show what jobs in the area students could transition to with their career to improve recruitment.
- The limitations in housing in the area can prevent individuals from being able to create a sense of community and participate. There may be some more master plan developing required to see what infrastructure is needed to add housing, transportation, and other attractions like coffee shops. Additional research may be needed to identify what transportation needs are. Could this be suggesting direct access to the interstate?
- To attract students there may need to be some more grassroots recruitment and think about how they go about it. For example, older individuals doing the recruitment might not keep possible students interested.

STRATEGIC DIRECTIONS

Finally, respondents were asked to reflect on their answers to the previous two questions and asked to consider *"What innovative things (actions, programs, or efforts) can our community and staff do, create or take one to move your Practical Vision ideas into accomplishments?"*

Seven aggregated strategic direction ideas emerged:

1. Fostering supportive campus culture
2. Creating and expanding programs
3. Implementing strategic leadership initiatives
4. Investing in campus facilities & experience
5. Broadening student recruitment methods
6. Improving employer connections for career placement
7. Expanding community partnerships

Students:

- The list has a lot of unrealistic expectations. Examples: create team building activities across campus. It is hard to create activities if no one shows up.
- Under Creating and expanding programs, "course program offerings for community" is a great idea but unrealistic because it will be reliant on volunteers.
- Technical programs and certificates could be expanded and are often only offered in the evening. They could have these classes also offered during the day.
- The college could broaden knowledge about where students go post-college. Current students want to know how successful people are after completing a degree because that is the reason they came to college.

Community Members:

- Community members emphasized broadening, improving, and expanding in outreach to kids, employers, and community members and organizations. The college could focus their attention on specific niches instead of broadening.
- The fitness center is not something that should be focused on. It is something that should be quickly addressed and then moved on from.
- The college could create groups such as AA, NA, and student support meetings that are cheap and easy to implement, or at least catalogue these resources and where they are available in the broader community. It would help support current students and attract new ones.
- With more and more expanding platforms for communication (Facebook, Twitter, Instagram, etc.), cohesive and consistent messaging to go out is almost impossible because of how many ways people get information.
- Creating and expanding programs in a way that is innovative and focusing are the primary strategic directions.

TAKEAWAYS
A series of overarching themes emerged from the focus groups:

- **Mission, Vision, and Core Values:** The language for the existing mission, vision, and core values, while not always well-known, received strong support from participants. Recommendations included several smaller tweaks, not wholesale changes.
- **Student Support Is a Differentiator:** The students who participated in the focus group appreciate FDLTCC's small size and the tighter support networks it provides, which they perceived as differentiators from other local colleges. Community members broadly concurred and also emphasized its affordability. Student supports, mental health resources, and guidance for the transition to college life were all particularly important to students.
- **Resources Not Well-Known:** In many cases, participants believed critiques of the college were rooted in a lack of knowledge about the college and the many resources it offers. They discussed the difficulties of sharing information in an era when people use many different, scattered sources.
- **The Tension in the Name:** Community members shared concerns about the college's name, saying they often had to explain that FDLTCC is not only for Fond du Lac band members and wondering if its relative lack of market share from area high schools stems from this confusion. At the same time, students shared their appreciation for learning about Anishinaabeg culture and expressed some incredulity that people might expect more emphasis on non-Native cultures at a tribal college. The community group discussed the inherent tension many colleges face between roots in particular traditions while also trying to market to a broader potential base of students. This will be an ongoing balancing act for FDLTCC, no matter which route it takes.

RECOMMENDATIONS
The following takeaways could directly affect elements of the strategic plan:

- **Targeting, Not Broadening:** The practical vision element titled "broadened course and degree offerings" and the strategic direction titled "creating and implementing programs" were named in ways that sought to encompass the wide range of ideas included under each. Focus group participants, however, were careful to note that pursuing many or all of these initiatives would likely stretch the college thin instead of allowing it to focus on key areas. Rather than consider these elements a call for the college to try many new things, they suggested that "focused course and degree offerings" and "creating and implementing targeted programs" would more accurately reflect the intent. The ideas generated beneath these themes provide ideas for FDLTCC to explore before choosing a small number of potential programs for addition or expansion that make the most sense.
- **Community Partnerships:** With community partnerships, on the other hand, participants saw room for expansion, though many noted that they believed these efforts were already a strength of the college.
- **Aligning Offerings with the Market:** The question of aligning course and degree offerings with shifts in the job market received extensive discussion, and participants believed it should be a major area of focus for the college.
- **Emphasize Marketing:** Community members emphasized the importance of marketing to both students and parents, with a focus on affordability while still providing strong student supports and offerings in degree fields that are not saturated in a crowded local higher education market.

APPENDIX 6

Summary of All Practical Vision, Underlying Contradiction, and Strategic Direction Survey Ideas 03.23.23

Fond du Lac Tribal & Community College
Community Survey Results
Practical Vision, Underlying Contradictions & Strategic Directions

PRACTICAL VISION | *What we want to see in place in five years as a result of our actions?*

- Broadened course & degree offerings
- Holistic student support
- Targeted recruitment & increased enrollment
- Upgraded, maintained facilities & campus
- Improved employer connections & placement
- Reinvigorated, visionary leadership
- Growing, supported faculty & staff
- Greater community connections
- Strengthened Native American community

UNDERLYING CONTRADICTIONS | *What may be blocking us or holding us back from moving toward your Practical Vision?*

- Unmet student needs limit academic success
- Uncertain leadership complicates campus culture
- Weak communication & collaboration inhibits unified strategy
- Underdeveloped outreach planning hurts enrollment
- Limited offerings challenge academic & professional advancement
- Limited campus planning prevents upgrades & investments

STRATEGIC DIRECTIONS | *What innovative, substantial actions, programs or efforts can our board or staff do, create, or take on that will address our blocks and move us toward our Practical Vision?*

1. Fostering supportive campus culture
2. Creating and expanding programs
3. Implementing strategic leadership initiatives
4. Investing in campus facilities & experience
5. Broadening student recruitment methods
6. Improving employer connections for career placement
7. Expanding community partnerships

Broadened course & degree offerings	Broadened course & degree offerings Continued	Holistic student support	Holistic student support Continued
• Different options for history classes?	• development of skillsets to initiate small business	• laptops for everyone to succeed.	• 24 hour library services (on site)
• Another baccalaureate degree offering	• Hybrid, online options! Non traditional students will not uproot their families to come to school here.	• AA/NA meetings	• Higher graduation rates
• ...more 4 year degree programs		• Campus dining option(s) for off campus living students	• More people in chemical dependency
• Full nursing, nar classes		• Do I talk to academic advisors, or advisor for future/classes- academic plan	• 24 hour cafe services (on site)
• GED Classes	• More technical degree offerings	• student-life opportunities abound on campus	• Possibly partner with fitness experts to help students on site with setting and achieving fitness and health goals.
• Four year early childhood education	• Technical skills classes		
• ...an energy efficient home building program	• Speedier degrees	• Support groups for grief/trauma	
• more night courses being offered.	• More summer classes offered	• FDLTCC maintains a friendly atmosphere; students note it	• Students spending more time on campus
• expanding BA programs for students.	• Addition of Spanish courses	• financial incentives for students to do well in classes	• continue to accept all "walks of life"
• 2+3 or 3+2 degree plans with UMD and/ or UM; they would do it	• Night classes offered		• continue to have the "community feel"
• ...increased audio/visual production	• More instructor interaction online	• More mental health advocacy and support	
• More technical offerings	• More classes online	• Better transportation access	• have scholarships available for all students
• Training in the trades	• More hybrid classes	• Support to students who live at dorms	• peer support groups for students
• Small business education	• More classes maybe fully online	• Community partnerships to achieve better housing and transportation options for students	• basic training for students in study habits
• More bachelor's degrees	• Indigenous Elementary Education bachelor's degree graduates having a big impact on K12 education in the state		• incentives for students to attend classes regularly
• new academic programs based on industry needs		• More on-campus support for student-parents	
• more degree options	• bigger engineering class selection	• have a full-time counselor working on campus	
• New academic programming	• More technical programming offerings	• More options for on-campus housing	
• Online degree plan/curriculum option(s) for students		• integrate values into families, communities and workplace	
• More college in the schools offerings		• Activities bringing together students in fun	
• more associate and bachelor degrees offered		• Able to access class notes from the teachers without having to use disability, waivers, or being disabled member	
• More accredited classes for transfer students			
• focus on sustainable, renewable energy			

Targeted recruitment & increased enrollment	Upgraded, maintained facilities & campus	Improved employer connections & placement	Reinvigorated, visionary leadership
• More Diversity • Sports • A great funnel of local kids coming to the local school for a great education • More/sooner engagement with students in high school • students/graduates see the value of education offered • A bustling facility with teachers and students • A well recognized regional facility drawing students from the area and elsewhere in the state • increased enrollment • On-campus enrollment increased to 800-1000 headcount • more diversity in ethnic and racial background of students • Increase enrollment for students interested in critical fields (healthcare) • Higher Graduation (vs. transfer) rates • Higher student retention rates • More seniors (65+) on campus as students • More students on Campus.. • Bigger school • More students • more students attending the college • FDLTCC Hockey team! • More students directly out of high school • Efforts to draw on our campus environment can leverage inclusion, belonging, and its diversity to draw more enrollment • Keep the term law enforcement or formerly law enforcement in the program title because I don't know that people interested in the program will know what professional peace officer means.	• A trout stream running through the campus. • State of the art classrooms that give our students an edge over the competition. • Gardens, or a greenhouse. • Better utilization and an increase in space. • Future expansion possibilities • forest health and campus building well maintained • Well, I just told Mark that something was filthy. So I hope that he would get to it by then. • functional campus facilities • A thinned and ecologically improved campus forest • Bigger campus • More parking • More wheelchair accessibility • Swimming pool • Reorganise the fitness areas to better allow access and awareness. • Reorganise fitness area by removing less useful and broken equipment and freeing up space for better movement through area.	• job placement for a high % of nursing/nar grads • ...robust community internship program • Internships accelerating graduation • Advanced workforce entry • complete map of local employment opportunities • Well known niche offerings and career path opportunities • More people interested law enforcement • workforce development customized for major employers • Blue collar workforce focus • higher employment rate of students • Integrated pathway from entry level employment to career goals • Partner to find mentorships in the field for the students to connect with real life experience and conversation	• Cohesive team of leaders, faculty and staff working together • Improved communication between all at FDLTCC • Intentionally addressing all conflict within departments • leadership and a vision • Interdepartment projects and activities • excellent student experience with great customer service • That we are the same but better. • have a successful nursing department • continue on the respectful, rightous path • continue to hold nursing accreditation • That we can lead with innovation. • Increased rigor on campus to match CIS courses

Growing, supported faculty & staff	Greater community connections	Strengthened Native American community
• more staff.	• Exposure	• More synergy between FDLTCC and FDL
• more faculty.	• Staff faculty and students hosting events together for the community	• Scholarship's for more native students
• Endowments that support salary to attract/retain staff	• Regional public recognition as a strong option for students to complete a degree	• greater American Indian enrollment
• retained talented teachers	• opportunities to create, develop, improve relationships	• more Native American students graduating
• Retention of Experienced Faculty	• A strong community relationship	• hold tight to cultural and values
• staff's ability to telework	• Community cultural events	
• equal treatment to all employees	• better community engagement	
• moral increased in the workplace	• more local community supporting college goals	
• have long term instructors who love their jobs	• more community events on campus	
• collaborative engagement with industry partners to meet faculty shortage		

Unmet student needs limit academic success	Uncertain leadership complicates campus culture	Weak communication & collaboration inhibits unified strategy
• Dorm functions/ activities • Lack of outward facing technology support or services for students. • Wellness check ups • Focusing on the poblano, not the people. • Self care. • Clubs do what? (Environmental Club) • Expand housing/food/nessitites/electronics • Neglected implementation of technology • "We should dedicate more funding to supporting on-campus work study students with higher wages." • "we are working to improve our student support communications platform to overcome persistent technical difficulties." • new pattern of isolationism due to COVID • competition for grades may hinder peer support • Apply for grants to fund services/counselor • Native American historic trauma to school experience • impact on my life! I am forever grateful! • diversity, understanding and knowing our campus community • fragmented response to interpersonal and intrapersonal competencies of students • Getting our materials before class starts from instructors • Being able to preview what a class is going to be like online • Greta J needs to be able to teach more her way of learning really helps me • Making sure instructors are ordering their books in a timely manner • Who do I talk to for school apparel in my size?	• Short Term - empty leadership role • Inconsistent support from leadership • Fear based on negative comments and uncertain reasons staff and faculty have left • hard to communicate relationship/partnerhip between FDL Band and Tribal College • name change • Personal ideologies or philosophies at times. • inconsistent approach to "tribal" and "community" college • Staff here and hard-working, dedicated, and willing to take on new challenges to help advance our vision. • Employees are not able to speak without feeling ashamed or in trouble for doing so • Realizing that it is okay to change or doing something different • inconsistency • Culture values easy award over hard work • The acting President thinking she needs to follow in the footsteps of the previous President • innovative • leadership- clear direction- not micromanagment-or dictatorship • Toxic employees gossip • Employee burnout/career dead ends	• Limited efforts to have collaboration across all campus and programs • Unclear communication from leadership • Fragmented communication among faculty and staff • Cross program collaborations. • Unclear needs from outside agencies • Cross training processes could strengthen our institution • Underutilized communication tools • Underutilized partnerships • Hire someone for outreach to business/industry • Unclear and underdeveloped connection among departments • I would prefer to advance statements like "we are in process of better developing our communications strategy." • silos • underdeveloped analysis of workforce development needs in the region • underdeveloped networking with community and region to forward mission • Disjointed department goals • More open communication with students and staff and not feeling like we have to be obligated to be at campus to talk to staff • More opportunities, outside of the Fond Du Lac and Cloquet area for students to be able to interact with peers

Underdeveloped outreach planning hurts enrollment	Limited offerings challenge academic & professional advancement	Limited campus planning prevents upgrades & investments
• Don't limit outreach to high schools/expand.	• Don't restrict classes to offering only day courses/ more night classes.	• limited resources invested into campus building/ forest
• unclear of market trends for new academic programs	• Trying to complete 2 certificates and A.S. and A.A.	• Neglected facilities that could be invested in/ leveraged for college appeal
• underdeveloped alumni network to share positive stories	• Other history class options. I feel like I'm taking a phycology/comp./American Indian History class	• Develop a plan for campus expansion/funding
• uncertain of what students experience as customers	• Restricted guidelines for accelerating students to internships	• Do you need to purchase additional land in the area of the college if so have those conversations with landowners to the south
• Strategic planto overcome population reduction crisis	• Restricted guidlines for accelerting students into workforce	• Spend down the enormous backup money that has been accumulated
• Strategic planning to target immigration	• Meet with area businesses for feedback on programs, retain relevancy and create hands on opportunities	• No clear vision of how the fitness areas should be organized.
• UMD & UM would oblige FDLTCC requests for closer ties, just ask	• Develop a plan for new academic programs	• Facilities aging out
• Have a well-developed enrollment plan	• inconsistent learning opportunities in entrepreneurial endeavors	
• Underutilized partnerships to help keep curriculum relevant to industry practice.	• Underdeveloped	
• Underutilized abilty to get students in a pathway sooner, PSEO courses.	• limited opportunities for students to project their creativity and present their acquired knowledge, skills and abilities through FDLTCC	
• Underutilized courage to message in new ways to new audiences	• Lack of programs	
• Social media is important but marketing needs to be broad in type		
• Limited outreach to employers		
• Competing for student enrollment		
• Need to get on that map.		

Fostering supportive campus culture	Creating and expanding programs	Implementing strategic leadership initiatives	Investing in campus facilities & experience
• Try to expand night class offerings. • Create interdepartment learning activities for faculty, staff and students • Clubs-sports, anime, indigenous ect. • Create team building activities across campus • Engage in improvement plan for addressing conflict or disagreements • Engage in improvement plan for communication across campis • To build even more community. • offer multiple events in commons each week • Don't forget you are doing a great job already • "Crab in the Bucket" leg-up Club • Study Buddy student pairing for success movement • Reducing cost of books • Resist distraction of popular culture over academics • bring in speakers, entertainers, activists to share points of view • Native American elder support group for students • classes via hybrid, online, flexible • Tuition free for Enrolled Members • quarterly *presentations for creative expression, social/political views, knowledge and understanding of local regional topics and potential solutions • Choir	• More knowledge on local ecosystem, plants and critters, rocks and streams. • adding innovative programs • identify new academic programs with growth potential • revive business software training as done in the 90s • Course/Program offerings for community • Computer networking • Project Administration. • woodworking program • Programming revamp for the college's business degrees • New agricultural or culinary program • engineering programs • New veterinarian technician program • provide more certification programs that garner skills that can be put into action • Classes for ongoing education for local professionals • Technical Programs/Certificates • Focus on how to create tech programs • Construct a sample "Model home"	• A push for those interested to be encouraged to engage in technology and teaching innovations. • To recognize boundaries and allocate time and recourses accordingly. • Dream even bigger. • To continue to recognize our size for strength, and not push past what we do best in long term thinking. • Compare MN ranking, what ranked others higher/plan • Reaasess progress if strategic plans more often • Initiatives to lead in diverse identity and climate in the wider Duluth area • Having a fair leadership • Have committee working on new programs/funding • Seek funds for expanded programs, services • Hold all employees accountable • Change in leadership • Faculty to mentor adjunct • Update they way the business office works the processes need to be updated • Staff development funds • follow through on our goals.. • name change	• An observatory. • improvements to the appearance of campus • have the forest thinned for its long-term health • Access from highway and other local networks • Development of a Criminal Justice and Law Enforcement Training Center • Push for legislation that will benefit us and our students at the State Capital (like greater funding for student mental health support) • Ask Students what might make them more comfortable using the fitness areas. • Have the focus of the weight room in the gym be for athletics, students with weightlifting experience and law enforcement • Have the focus of the downstairs fitness area for students with less experience exercising. • Upgrading the building for efficiency • Investing in facilities • Upgrading student housing • Ask athletic coaches and law enforcement staff how the fitness areas could better be organized to be more practical for student use.

Broadening student recruitment methods

- Try to partner more with area high schools.
- Try to integrate the scholarships into the admission precess.
- Conduct follow-up impact studies further from graduation
- TV marketing
- Billboard marketing
- Outreach into area high schools
- Continue outreach/work in enrollment management
- Scholarships targeting new students
- Greater work with students and guidance counselors in area K12 schools
- Invite local high school students to participate in classes/events on campus so that they're familiar with the school
- More efforts in high schools
- Where are they now - Student's Path after FDLTCC

Improving employer connections for career placement

- Meet with local businesses (site visits with students)
- Collaborate with area / regional businesses
- Exploring innovative means to get hands on experience within the learning and practice environments (immersion)
- Employer involvement
- Developing pathways from middle school to college , for high need career areas
- Dual employment with faculty and industry partners, keeping the current in practice
- start a business incubation effort to mentor local entreprenuers
- do an analysis of local, regional business opportunities and provide knowledge, skills and abilities required to benefit from
- Have more career fairs so we know what options are out there

Expanding community partnerships

- Create more opportunities for faculty staff and students to host events to serve the community
- Partnerships
- Host more community and school events on campus
- Community notification
- Hire a community outreach/grant writing professional

Fond du Lac Tribal & Community College
Staff, Board, & Strategy Committee Survey Results
Practical Vision, Underlying Contradictions & Strategic Directions

PRACTICAL VISION | *What we want to see in place in five years as a result of our actions?*

- Updated, workforce-informed offerings
- Increased faculty, staff and student attraction and retention
- Authentic equity & inclusion leader
- Improved campus and infrastructure
- Strong community connections

UNDERLYING CONTRADICTIONS | *What may be blocking us or holding us back from moving toward your Practical Vision?*

- Outdated, undefined practices constrain programming and campus visions
- Limited, overtaxed staff inhibits involvement
- Underdeveloped branding results in unclear community perception
- Societal and relational barriers reduce student retention
- Shifting demographics increase competition for students
- Reduced funding challenges operations

STRATEGIC DIRECTIONS | *What innovative, substantial actions, programs or efforts can our board or staff do, create, or take on that will address our blocks and move us toward our Practical Vision?*

1. Updating program offerings to meet workforce and indigenous cultural priorities
2. Improving internal communication to inspire buy-in
3. Developing holistic student supports to address challenges
4. Hiring and training staff to achieve college core values
5. Marketing and partnering to build connections and improve perception

Updated, workforce-informed offerings	Updated, workforce-informed offerings Continued	Increased faculty, staff and student attraction and	Authentic equity & inclusion leader
• Better enrollment projections and goals - preferably by programs	• Review of and possible changes in program offerings	• Increase staffing levels to ensure employees aren't overloaded and campus needs are met	• Leader in the midwest in cultural training
• Offer all courses as online -- section 2	• New academic programs	• Budget planned to increase staff/ faculty	• Achieving the Dream Leader College of Distinction recognition
• Acknowledging tradition while being progressive	• Revision of current academic program inventory	• Succession Planning	• All are welcome
• New program offerings based on industry/community need	• Expand computer literacy programs and coursework	• Full time coach	• Being intentional with messaging to honor diversity
• Provide training that meets local employment needs	• Updated Academic Plan	• More staff	• Addressing internal biases through discussions/training
• Offer courses in partnership with business to ensure graduates are employable	• 2 Year industrial training	• Meaningful Staff development for all	• More cultural activities for many other cultures
• Assist with training needs in the workforce	• Expand degree possibilities	• Grant writer/grant programming coordinator	• Recognize K-12 schools that demonstrate diverse cultural curriculum
• Develop new programs for emerging technologies	• 4 Year Tribal College	• Grant writer/grant programming coordinator	• Tribal core value are a model for other colleges
• Partnerships between business and our academic unit	• Expand 4-year degree program offerings	• Fewer silos across programs, departments, more teamwork	• Inclusion, ask for input vs told after
• Offer short-term training or new programming to fill job market needs of area/region/state.	• Top school for sustainability/ environmental programming	• Treating the kids from out of state like they are someone	• create a BA in Ojibwe language
• Create Job Internship to job pathway with FDL	• Growth and success of Nursing program	• Host more student conferences for high school students	• Hire more Native Americans
• Develop a Bachelor's Degree in Education	• Our Elementary Education program take off	• > 10% improvement in student retention	• more Native faculty/staff hired
• Implement Bachelor's Degree in Early Childhood	• First steps in creating SUST bachelor degree	• Better on campus student involvement	• retain a Bimaadizi focus
• Develop a Bachelor's Degree in Ojibwe Language	• create a BA in American Indian Studies	• Efforts to improve student retention have been successful	• Over 50% Native American enrollment
• Develop an Environmental Science Degree	• Explore feasibility of offering more Bachelors degrees: Anishinaable Language. Environmental Science or ?	• Grow area direct from high school market share	• All Staff/Faculty familiar with AMIN 10
• Develop a visual arts and technology degree program	• Set the standard for law enforcement education	• More sports	• 50
	• New Environmental Institute	• Staying current and competitive with area colleges	
	• A fully online AA degree	• Marketing strategies	
	• Explore educational programs for nontraditional students interested in changing careers		

Improved campus and infrastructure	Strong community connections
• Build/ renovate a Tribal College Extension (EI) Center	• Having more community focused events
• Build outdoor classroom SW side	• Identify and celebrate outstanding community people
• Better dorms	• Real understanding of tribal AND community partnership
• Updated Master Facilities Plan	• Provide gatherings for elders
• Overhaul existing lab for research projects	• Grow into more of a community center
• Budget planned in place for facility expansion	• Reimaged high school partnerships
• Bigger food pantry	• develop more tribal partnerships
• Utilize or add space to add needed staff positions	• Strong connections to local school districts for teacher training and student recruitment
• create new growing space at Stephen and 14th street	• Inviting businesses to interact with students
• 100% renewable resource powered infrastructure	• Increase external funding through grants and partnerships
• Budget plannned to increase technology infrastructure	
• Regional leader in green development and sustainable practice economy	

Outdated, undefined practices constrain programming and campus visions

- Inconsistency in acting on program feasibility
- Work with other Institutions to help recognize the barriers to transfer success
- Disconnect between administration and lower staff
- Inconsistent Communication Across FDLTCC
- Limited ability/motivation to jump on new technologies
- Address our own biases
- Educate ourselves to support our diverse campus
- Engage internal/external constituents to discuss new academic programming 2yr. 4yr or short-term, and related costs, barriers, opportunities, etc.
- The system office has strict guidelines when it comes to program duplication and new program approval. We need to find ways to work through these restrictions to meet the educational needs of our community.
- Offer Bachelor Degree in Education
- Offer more Ojibwe language in teacher training program
- Expand business outreach
- Continue progams that encourage student enrollment
- Offer more science, technology and work-force courses

Outdated, undefined practices constrain programming and campus visions Continued

- Create a team of staff to focus on the items previously listed on this form
- Work on inter-institutional class sharing protocols / model
- Define our vision for our campus
- Devote time to updating and outdated Master Academic Plan that is in line with current job market trends/needs.
- New academic programming
- Underdeveloped enrollment projection capabilities
- Hire consultant to updated an outdated Master Facilities Planning process
- Underutilized Data Sharing and Significance of Data
- Redesign academic programming

Limited, overtaxed staff inhibits involvement

- Limited staff resulting in overworking and burnout
- Some resistance to change from staff/faculty
- Shortage of workers needed to fill vacant employee positions
- Departments to work together
- Groups focus on own priorities not common goal
- Doing 'more with less' eventually becomes unfeasible. We need to find ways to increase staff instead of requiring current staff to take on more responsibility to meet campus needs.
- Unclear Role Expectations
- More planners needed at FDLTCC
- Time constraints limit involvement.
- imbalance in hiring (tribal and non-tribal)
- Underdeveloped Onboarding for Faculty/Admin
- Being a part of the cultural activities
- sustainable growth of staffing capacity and resources
- Participating in spirit week and other fun activities
- Explore feasibility and whether campus feels a grant writer/grant programs coordinator is of value
- Limited space to add staff/faculty

Underdeveloped branding results in unclear community perception	Societal and relational barriers reduce student retention	Shifting demographics increase competition for students	Reduced funding challenges operations
• "tribal" perceived as a negative community perception • unbalanced view of tribal and community • unclear public identity as both Tribal and state public school • external perception toward our academic rigor • Regional awareness of opportunities provided by the college • Be vocal in our campus pride/values-take part in campus events • Underdeveloped strategies for connecting with the community and local employers • Continue to develop programming that brings together the community with the college • Limited Scope of Understanding Tribal College/MinnState Partnership • Build and incorporate community partnerships	• Getting to know each student • Be sure students feel comfortable • Shortage of reliable child care providers • Reduce high rate of homeless • Hold events/ workshops that prepare our students for University barriers • Help address climate and environmental concerns • Help students network with regional agencies and organizations to build relationships that lead to jobs	• Lack of recruitment of Anishinaabe students • Demographics are changing. The number of high school students will continue to decline. We need to find ways to recruit non-traditional students to increase our FYE. • Efforts to grow direct from high school area enrollment • No recruitment at events- Powwows, etc. • increased competition for limited number of students • Less students graduating from high school	• Funding • Resources • Limited enrollment reduces available funding. We need to find ways to increase funding that isn't related to enrollment.

Updating program offerings to meet workforce and indigenous cultural priorities	Improving internal communication to inspire buy-in	Developing holistic student supports to address challenges	Hiring and training staff to achieve college core values	Marketing and partnering to build connections and improve perception
• Update workforce skills needed in business • Assess the employment needs of local businesses to identify educational relevance and job opportunities • Assessment high demand opportunities for new academic programming • Analyze what new programs would have demand • Research existing trends in tribal higher education/community college and how FDLTCC might adopt / improve programming that will help college grow in new ways. • Utilize the Minnesota Career Fields, Clusters & Pathways as a model for creating programs that lead to employment. • End unfeasible programs • Internationalize curriculum with WINHEC and partnerships • Expand technology and computer literacy coursework • Place more emphasis on voc/tech programs • Reactivate the American Indian Business Leaders program and help students become entrepreneurs. • Develop programs that support indigenous cultural entrepreneurship • Build more programing under Anishinaabe Gikendaasowinan • Continue development of campus to improve trails and outdoor learning spaces • advocate for EI building/outdoor classroom	• Provide a comprehensive presentation of all the information collected on this survey • Become engaged, share ideas in the work to move things forward. • Team bonding, taking people out of bubbles • Clarify Significance of Data Points and Rationale • Listen, listen, listen to all suggestions! • Listen to staff & continued support where needed • Become engaged in committee-work to support the efforts. • Once presented, identify responsive parties to ensure there is a viable end to the means • Develop or Clarify Role Expectations • Opportunities to get to know team members beyond their work • More leadership involvement/engagement in activities/events • Brain Storm and Implement Improved Communication Strategies • Transparency between programs/departments, sharing what works	• An online tutor someone who is available in the evenings • Provide child care support program • Assist with student transportation costs • Encourage scholarship support in Nursing, Law Enforcement, and Technology • College prep week. Addresses financial aid/ building community/ self advocacy • Therapists available • Transportation • Assist with housing needs for homeless • Be a voice for the voiceless • Assist with child care needs and shortages • Achieving the Dream Leader College of Distinction recognition • Dorms	• Better coaching or scheduling • Training to address personal biases • Training to make new technologies more approachable • Talk with faculty/staff about AMIN 1050 • Develop and Implement Effective Onboarding for Faculty/Admin • Explore preretirement job shadowing for program directors • Create a job hub (like a temporary staffing service) where students can work short-term jobs and get paid to intern. • Shared classes- hiring of graduate students to teach classes such as chemistry/ geology • New staff efforts in particular high schools, remodel of old "blitz team" • Hire a grant researcher/ writer to increase funding from outside entities. • hire more Native faculty staff to bring closer to 50%	• Rebrand & refocus college's public identity and perception • Creative marketing • Continue to build on youth camps/ events that bring youth on our campus • Create more local community connections • Shared research/ events with other tribal colleges. Builds co-horts and mentorship • Promote connections between campus and community • Invite the community to define their wants/needs from campus • Step into the community perception • Deep Dive into Tribal College/MinnState Partnership • Grants and other funding

APPENDIX 7

Practical Vision, Underlying Contradictions, and Strategic Directions 03.23.23

Fond du Lac Tribal & Community College
Workshop Results
Practical Vision, Underlying Contradictions & Strategic Directions

PRACTICAL VISION | *What we want to see in place in five years as a result of our actions?*

- Dynamic Academic Programming
- Holistic Student Supports
- Sustainable, intentional infrastructure
- Engaged and Enhanced Community Partnerships
- Integrative Employee Supports

UNDERLYING CONTRADICTIONS | *What may be blocking us or holding us back from moving toward your Practical Vision?*

- Restricted Human Capacity Impedes Performance
- Misaligned Ideals and Perceptions Deter Collaboration
- Underleveraged Civic Connections Reduce Engagement
- Inconsistent, Limited Funding Restricts Development

STRATEGIC DIRECTIONS | *What innovative, substantial actions, programs or efforts can our board or staff do, create, or take on that will address our blocks and move us toward our Practical Vision?*

1. Initiating a Holistic Model to Promote Campus Wellness
2. Developing Processes to Empower Employees
3. Optimizing Opportunities to Address Community Priorities
4. Broadening Supports to Enhance Financial Stability
5. Guiding Progress through Informed Planning

Dynamic Academic Programming	Holistic Student Supports	Sustainable, intentional infrastructure	Engaged and Enhanced Community Partnerships	Integrative Employee Supports
• Leader in Public Safety program • Developming performing arts programming • Bachelors in environmental sustainability • Bachelor degrees • Explore technical programming • Bachelors of Ojibwe mowin • Expand health programs • Engagement and completion - attendance and engagement in classes • Developing transfer and career pathways • Program analysis (keep/cut) • Community input guiding program development • Expand distance learning • Develop and expand ojibwe language offerings - BA • OER and lowering course costs	• Mental health/ Wellness Center • Communication of student supports • Expansion of cultural programming • Articulate and develop a wellness model • More visible front-facing student support (Help desk, etc) • Mentorship program for college students • Transportation • Student Life, Expand activities and programming for students • increase online student support	• Campus facility master planning • Keep educational investment local • Explore ways to use outdoor classroom • Create intentional space • improve optics: refurbish/ upgrades to campus appearance and aesthetics • implementing Environmentally sustainable practices • Replacing the environmental institute building • master planning for facilities and academics	• Sponsored programs office • marketing the "and" • Connecting cultural events to community • Develop and renew partnerships, including Mille Lacs, Bois Forte, Grand Portage, Cities • Commjnity programming and opportunities • Strengthening high school connections	• Professional develoment opportunities (limited staff time to attend) • Wellness Center • Universal succession planning • Hire as needed- WINHEC, 75-80% Native Faculty, workforce development

Restricted Human Capacity Impedes Performance	Misaligned Ideals and Perceptions Deter	Underleveraged Civic Connections Reduce	Inconsistent, Limited Funding Restricts Development
• Limited time	• Fear of Change	• Disjointed Partnerships	• Underdeveloped grant coordination
• Tracking of initiatives	• Campus buy-in	• Internal and external collaboration	• Child care, housing transportation Food scarcity
• Hiring process	• Fragmented understanding and appreciation of each other	• No coordination of civic engagement	• No career counselor
• Minnesota State Rules restrict succession plan	• Reistence to change or new ideas	• Neglected partnerships	• unknown funding sources
• limited staffing for expectations	• Clarity on "Community" needs	• unclear on current pathways	• limited funds
• staffing accountability	• Perception misalignment	• underdeveloped ides on needs	• Limited funding - enrollment, state.
• misaligned facilities	• inconsitent values		
• measureable outcomes	• lack of cohesie messaging between commnities		
• limited time for enthusiasm	• Scarcity mentality		
• Distribution of responsibility			
• limited human resources			

Developing Processes to Empower Employees	Guiding Progress through Informed Planning	Optimizing Opportunities to Address Community Priorities	Broadening Supports to Enhance Financial Stability	Initiating a Holistic Model to Promote Campus Wellness
• Project Administration for staff/faculty/students • Establish College-wide professional development plan • Annual Value Adoption • Roles and responsibilities accountability organizational chart • Create a proactive, transparent and accountable budgeting system • Team building • Conduct campus wide needs analysis • Increase and mandate professional development • Develop a process to respond to student criticism	• Develop Facilities Strategic Plan • Report annually on sustainability initiatives • Update facilities plan/energy audit • Prioritize and focus funding • Establish master academic plan • Reframe messaging around "Union of Cultures" (Marketing Plan) • Seek out students in decision making • Update and utilize master facilities plan	• Shared human resources (jobs & services) with partners • Workforce needs assessment • Comprehensive assessment of Campus partnerships • Create and develop parnerships with outside agencies and non-profits • Utilizing expertise/personnel within partnerships • Examine ways to assess community needs • Create a comprehensive plan for on-going community engagement	• Develop Office of Institutional Advancement (Grant writing/traditions) • Establish and grow endowment • Initiate program for following students after graduation • Develop an Alumni Association • Reintroduce a sponsored programs department (planning dept.) • Hire a grant manager/writer/coordinator	• Develop Campus Wellness Center • Childcare availability • HIre a Student Life coordinator (only job duty) • Empower students to take part in their experience • Develop and aligned Wellness Model (student, employee, WINHEC)

APPENDIX 8

Mini Survey Summary 04.21.23

Strengths (What are the strengths this group has toward creating the Practical Vision?
What are our strengths as a team?):

- Passion
- Dedication
- Multiple view points
- Commitment
- Good idea generators
- Energy toward implementing change
- Belief in the college's mission
- Common vision and values
- Student success focus
- Genuine concern for welfare and future of institution
- Agreement on core vision
- Great intelligence
- Great passion for the college
- Group diversity allows for dialogue
- Discussion until consensus has been reached on issues

- Group takes time to clarify language and meaning of proposed ideas
- Creative ideas with members who are strategic thinkers
- Well-grounded in rules and regulations
- Members of- and connections to- the community
- Building consensus
- A wide variety of campus departments are members of the planning team
- Ability to put in the work
- Energy for the future
- Diverse group with thoughtful insight
- Student focused mindset
- Open to ideas and discussing outcomes
- Focused on community engagement
- Creative, innovative and look at the positives

Weaknesses (What are the weaknesses this group has toward accomplishing the Strategic Directions?
What are our weaknesses as a team?):

- Siloed narrow perspectives
- Resistance to new ideas
- Power differential
- Departments competing for resources
- Bias
- Under-resourced in most critical departments/units
- Cultural/traditional-based values make radical changes hard
- In period of leadership turn-over for key positions
- Emotional ties make it hard to cut or modify programs
- Ego
- Some group members not knowledgeable of college issues
- College platform is somewhat complicated. A flowchart would help.
- More visual aides would help

- Might get stuck in "always done this way" thinking
- Defensiveness around cultures (feel threatened)
- Lack of understanding or defensiveness regarding some needs (Empower Employees)
- Some "Informed Planning" is specifically related to departments who are not represented
- To remember that we (in the room) aren't solely responsible for carrying out the actions
- Finding the time to make it happen
- Sometimes there are misunderstandings in communication/intent
- I think we could use more outside of campus input

- We have our own biases that we need to acknowledge in the process
- There may be opposing views depending on a person's perspective

- Not wanting to acknowledge potentially harsh truths

Benefits (What benefits will our success bring?):

- Improved service to the community
- Student success
- Improved Employee wellbeing
- Financial sustainability   Improved programs
- Community engaged campus.
- More opportunities for collaborations.
- Richer student experiences
- More goal oriented campus
- More effective workload
- Improved academic programming
- Increased visibility for the college
- Increased student success
- Increased enrollment and financial health
- Improved student and employee wellness
- Focused and unified plan with clear direction
- Clearly understood steps and actions to implement goals
- Sustainable and financially stable planning
- Reinforcement of unique, distinctive identity and mission
- Great Future for the College

- Because the College is still working on its last Strategic Plan this plan can and should complement previous plan.
- Holistic is used, but never really identified.
- I agree that the parts are greater than the whole, but we should show how it all fits
- New and creative approaches
- SMART Goals
- A comprehensive and actionable strategic plan
- Stronger relationships internally and externally
- A healthy campus that moves gracefully into the future
- Success of the college   Success for students
- Long-term growth for expansion

- Stronger connections to community
- Better student supports
- Stronger campus environment
- Continuous investments into community (keeping education investment local)
- Increased enrollment and expanding campus

Dangers (What obstacles or dangers do we anticipate confronting when we are highly successful?):

- Sustainability of numbers
- Potential for enrollment decline, which impacts financial health and concerns on budget
- Increased success and enrollment stressing Limited resources

- Maintaining / refreshing physical campus to meet capacity
- Employee / Instructor retention with added stress and roles
- Not buying in to the plan completely
- Over reach

- We need to keep in contact with our Core whilst moving forward
- Do what we do well and keep doing it, or else
- Funding and Leadership issues
- Erosion of College Culture
- Moving too fast
- May be too strategic/big picture and skip over details
- Strong voices can overrule quieter ones (maybe)
- Too hung up on rules and "what ifs" to move forward
- Desire to be "done" may override good ideas

- Finding the right staff to continue the journey.
- Finding experienced faculty
- Physical space for accommodating success
- Misconceptions of our campus
- Internal biases (among campus employees)
- Fear of change
- Maintaining consistency and stability for the future
- Straying from our mission and duty to students

APPENDIX 9

Focus Group Summary 04.21.23

EXECUTIVE SUMMARY

On April 21, 2023, Fond du Lac Tribal and Community College hosted a focus group that allowed faculty and staff the opportunity to share input on strategic planning language developed by a strategy committee at its retreat on March 23. The 44 participants reviewed draft language that laid out a practical vision for the strategic plan, identified underlying contradictions preventing the college from reaching this vision, and proposed strategic directions to guide it for the next five years. The session included opportunities written and verbal feedback, as participants both had time to write their reactions to the text on a worksheet that facilitators later collected and shared their insights orally in small groups and then with all attendees. Finally, they were able to vote on the statements, indicating whether they supported them, could live with them, or thought they needed changes, and had the opportunity to suggest changes.

Participants had wide-ranging responses. For the most part, they could live with the language produced, though in each case there were several who strongly supported it and others who were more critical. Common themes included:

- A need for collaboration and partnerships with community and industry
- The importance of student input and involvement as the college assesses its academic programs
- The importance of student well-being and access to basic needs
- A need for staff development and succession planning
- Needed technology and infrastructure upgrades
- A need to tie language back to the college's mission, vision, and values and work to ensure follow-through on actions identified by the strategic planning process

The strategy committee reviewed responses from the focus group when it next met on April 24, and ultimately amended portions of all three strategic plan elements based on the feedback from the group. In other cases, while the comments did not lead to changes in the immediate language, strategy committee members worked to incorporate suggestions into actions beneath each strategic direction or the guiding language for each.

PROCESS SUMMARY

Welcome & Introductions
The Focus Group began at 9:00 AM in the Fond du Lac Tribal and Community College atrium. The session had 44 attendees and opened with a pipe ceremony.

Elissa introduced Karl, Caitlin, and herself. After the focus group session, they will be sending out a summary of the session to those individuals who RSVP'd. The strategic planning committee will get together to finalize details about the strategic plan on April 24th. The group will come back together at the end of May to review the strategic plan.

Karl provided an overview of the strategic planning process to date. Strategic planning started in 2022. Steps include:
1. Internal and External Analysis December 2022 – February 2023
2. Community Survey – February 2023
3. Board, Leadership Staff, & Strategy Committee Survey – February 2023

**SUMMARY OF WORKSHOP OUTCOMES FOCUS GROUP
04.21.2023**

4. Focus groups – February 24, 2023
5. Strategy committee workshops – March 23 and April 21, 2023
6. Feedback and compilation of plan – April and May 2023
7. Additional focus group session – May 2023 (details TBD)
8. Final presentation of plan – May 2023

Karl described what each of these elements mean:

Practical vision: What we want to see come out of the 5-year plan

Underlying Contradictions: What is getting in our way/blocking us from getting to the practical vision

Strategic Directions: Pillars of the plan going forward which provides actions to create the practical vision

Thoughts gathered during the session will be summarized to help inform the final version of the strategic plan.

Strategic Planning Strategy Committee Outcomes Review & Feedback
Practical Vision | *What do you want to see in place in 5 years because of Fond du Lac Tribal and Community College strategic planning actions?*

Participants were grouped at tables. They reviewed the three sections of workshop details and took notes on their worksheets about these 5 questions. After taking time to reflect on these questions, they were asked to share their thoughts with the group and identify one thought to share with the group. Responses included:

1. What caught your attention across the responses?
    i. Cultural expanding pathways, environmental
    j. The "focus" on local
    k. You can see some are very specific to particular departments
    l. Wellness, expanding, developing
    m. Mentorship program, student life expansion needed
    n. Professional Development, Bachelor's degrees, ojibwemowin cultural events to community
    o. Exploring career pathways, expand tech ed, expand student activities, partnership
    p. Intentional Planning
    q. Covering policy law, treaty rights covered only in the education, getting PSEO to the campus, response to work training
    r. Engaging community and creating/revitalizing community partnerships
    s. Dynamic Academic Programming
    t. Attention on B.A. programs, I think we need to be careful about adding too many of these to the possible detriment of the AA programs. I think the 2-year programs are out stength.
    u. Some easy/short term some harder/longer term; opportunities to enhance first, prior to expanding, offering of curriculum and student expertise
    v. It's all (almst) things we've talked about for a long time but don't know how to actually achieve
    w. Programs which lead to jobs (not performance arts), we are immerse in the native culture, need more "community" emphasis; 75% - 80% Native faculty? Mentorship program – not new – failed
    x. Bachelor's programs/degrees - with caution
    y. Lots of emphasis on bachelor's, space facility use reoccurring topic
    z. Wellness model
    aa. Student focus
    bb. Northing, heard it all before. Nothing comes of it.
    cc. Lots of cultural expansion, where are expansion ideas for non-natives, tech programs expensive but lets get one started and grow that one, then perhaps add another
    dd. Very positive ideas, some big picture ideas, some smaller more tangible ideas
    ee. Community, professional development, taking care of our staff and students
    ff. Infrastructure and optics, additional facilities staff required to clean/housekeeping, mechanical maintenance/repairs, building square footages has tripled since 1992 while staff size in facilities remained the same
    gg. Push for bachelor's degrees and distance learning, mental health needs a counselor! More cultural programming
    hh. Expanded programming

ii. Mental health/center support

jj. Emphasis on mental health/wellness, while full-time counselor position isn't hire for/filled, love the focus on expanding programs and bachelor's degrees, the emphasis on student engagement and attendance – so important, community input guiding program

kk. More Bachelor's programs, mental health and wellness center, creating intentional space, student/campus engagement

ll. Bachelor's degree offerings, mental health supports, more visible student support, online student support, attendance and engagement

mm. Expanding programming to include Bachelors, mental health and wellness center, new environmental building, strengthening high school community, cultural events

nn. Expansion – how do we do this with limited resources?

oo. Create, implement, develop, future focused

pp. Bachelors programs

qq. Community involvement

rr. If we build programs, make sure all areas are reflected with number of people

2. Where do you see a lot of agreement and cross over? A lot of the same words.

i. Develop, engagement, and environmental

j. The focus on culture, wellness, sustainability

k. Create, expand, develop, engage, connect

l. Community input, community opportunities, programs; student life I.e. activities added

m. Health programs, mental health, wellness center

n. What can be done to help make college a more inclusive school for students, options to attend such as partnership with high schools, other colleges, and industry

o. Wellness, environment, Ojibwemowin

p. Purposeful planning to prepare students for the workforce

q. Intentional growth, infrastructure planning, what is our niche that honors our unique culture

r. Creating partnerships, connections and intention

s. Supports, partnership, expanding, exploring, development

t. I do like the focus on sustainability across all goal areas; community and partnership are keys words

u. Curriculum, enhance current, grow in sustainable ways with connections to community, jobs, and culture

v. Explore, develop, implement

w. Sustainable as in keeping us going and environmental

x. Bachelor's degrees, space, resources for students

y. BA programs, growth, expansion

z. Bachelor degrees

aa. There was a common theme of with language concerning needing Mental Health and Wellness on this campus. Overall, the terms used were not easily feasible to promote and follow through with. Language pertaining to tangible goals needs to be more concise.

bb. Cultural – we are more than a tribal college

cc. Sustainability, wellness, community partnership

dd. Wellness, collaborate, expand

ee. Importance of cultural mission
ff. Multiple mentions of difference BAs, sustainability = important
gg. Wellness, sustainability, connections
hh. Bachelors program more, wellness overall
ii. Ojibwemowin and Ojibwe language offerings (BA), mental health and wellness – students and employees, engagement and activities
jj. Expand and develop, replace and strengthen, environmental: institute – rebuild, Bachelors, Environmentally sustainable practices, language
kk. Change – creating a holistic support, making it visible, and having it unique to our campus
ll. Community, students, well
mm. Community wellness, student

3. What do you feel is missing?
   i. Connections to established companies, regulatory programs
   j. A higher emphasis on industrial partnerships and local pathways
   k. Consider what academic programs need to be added and which need to be dropped
   l. High schools included
   m. Develop a partnership with Lake Superior College
   n. Mission of college, maintaining the vision, core value; student driven activity, other students will follow their fellow students, clubs and orgs
   o. What programs may need to go based on student interest
   p. Need more up front demonstration of the cultural component of our culture
   q. Student input/involvement, community needs to guide direction
   r. Specifics: expanding health programs, what does this include? Physical health, mental health, nursing?
   s. I think we need to rethink the dorms and improve services for students who live in the dorms, including greater access to food and health supplies (provide toilet paper and other health products). The dorm students seem to get forgotten in many respects. Not having a type of dining hall for one thing
   t. Opportunities to cut programming, lower costs, so expanding other areas isn't just another need for more money
   u. Specific ideas, pathways
   v. Research into which jobs are in demand and building programs around these, I guess that was addressed in community input
   w. More emphasis on the "social or fun side" of college, diversity/inclusion/implicit bias
   x. Connection of the staff/faculty, common thread to unite everyone
   y. What can we let go of to focus on new initiatives
   z. Adult focused education
   aa. No efforts to adjust these demands with staffing realities, programs look pretty but don't draw enough to offset costs to buildings and staff
   bb. Campus cohesiveness, too ADM heavy and growing, staff need to see they matter
   cc. More staff to fulfill these dreams promoting staff succession planning, hiring from within
   dd. Counselor, missing across campus
   ee. Forest management
   ff. Facilities: split housekeeping and mechanical, forest management, multicultural student center/services

gg. Security – support for staff/faculty

hh. Security on campus – no campus security when students threaten, lack of integration of culture, workshops- enroll us in AMIN 1050 or have workshops on cultural topics i.e. importance of drumming

ii. Student engagement – offer intermural teams that we initiate because students may not initiate it

jj. Campus security, learning opportunity for staff to integrate culturally

kk. Meal plans

ll. Meal plan – food insecurity

mm. Access to basic needs, food on campus (meal plan?), food insecurity is huge

nn. Cultural voice

oo. Meal plan, certificate and trade courses cultural and language staff development opportunities

pp. Bringing community/students together (student volunteer program)

qq. Connection to on-campus PSEO/online student engagement, celebratory events – alumni – community, transition plan for retirements, need core infrastructure upgrades

rr. Historical is missing

ss. New outdoor classroom is used to weave wellness and community engagement, spiritual spot/mental health yoga, kitchen/ culinary program/ foraging

tt. Cross – training

uu. Recycling, not really embraced by faculty, staff, and students

vv. Have a professional grant writer

ww. Update with technology

xx. Intentional all/full staff development

yy. Many hats, know a little about a lot, no time to get "good"

zz. Some easy/quick, some long term

aaa. LSC Partnership

bbb. How to get students on campus, have 11th graders experience college day, Could we reach out high school Barnum part-time faculty?

ccc. Leader in health equity, Bachelor's degree in nursing

ddd. Logging of our campus to maintain health

4. Where do you see nuance, gems that we need to pay attention to or bring to the top?

   i. Laws and regulations

   j. Importance and recognition the college is to the community and local businesses and industries.

   k. The campus forest needs to be logged to maintain its health

   l. Wellness on campus, employ support investing in program innovation, new programs and bachelor degrees

   m. Expanding opportunities for students, sports

   n. More undergrad development

   o. Local industry prep, certificates

   p. Making sure we don't lose the richness of our campus. It makes us unique.

   q. Marketing the "and"

   r. Expansion in mental health programs; already have 2 year CD program resulting in license to perform treatment, expand this to BA program in either social work or psych, social work BA can get licensed to perform social work

   s. Wellness and financial support for faculty and staff, holistic wellness support for students, partnerships, focus on the cultural programs; for infrastructure, we need to

incorporate renewable energy and energy sovereignty into the plans.

t. Becoming/continuing to be a leader in specific curriculum areas
u. Technical programming to attract more students out of high school, environmentally sustainable practices (recycle/compost)
v. Technical programming
w. Mental health, resilience, wellness programs
x. Create intentional spaces
y. Pointless to talk to gens if the building fails, pointless to plan all these programs if staffing isn't there
z. Community of student supports; marketing the "and", we are not good at this
aa. Language programs, bachelor's programs
bb. What makes us unique? How do we stand out from other colleges?
cc. Need for mental health support
dd. Transportation, mental health, community partnerships, optics/facilities
ee. Mental health – need the counselor position filled, community partnerships
ff. Mental health
gg. Mental health supports, hiring native faculty, engagement and attendance, technically programming
hh. Environmental, health and wellness
ii. Program evaluation - what is needed in this are? What more partnerships can we do in community? We need community input
jj. Community events, dynamic training, carving niche, "and"
kk. Partnerships with other tribes, cultural events with FDL
ll. "And"
mm.   We are unique! keep that going

5. Are there any other breakthroughs or new insights that this gives us?
i. Presence in community
j. We need to be careful to not duplicate what our higher-ed rich _____ already has with CSS, UMD, UWS, LSC, and Northwood Tech.
k. Celebratory, PSEO students not hear, losing older experienced employees; infrastructure necessities, using space wisely
l. Mental health components
m. Community being aware of our cultural activities
n. Focus
o. Different thoughts on reaching H.S. audiences
p. Continuing education and community programs, alumni group/committee
q. If staffing is an issue, hiring support staff to license/instructor roles, provide development programs to transition support staff into licensed/instructor roles
r. I think this shows a visionary staff and faculty but we need to focus so we don't get too far ahead of ourselves
s. Simple opportunities to grow the student experience
t. I see nothing new
u. Housing, as a community partner who seeks healthcare employees – besides being educated and prepared academically/skilled - with would be so helpful if they were mentally well, resilient, well rounded humans
v. We continue to have these strategic planning sessions, honestly what has come of them? We need to implement

w. Change is necessary
x. Meal plans for students, food insecurities, building appearance, maintenance
y. We need formal pathways for transfer to UMD, with expanding distance programming opens up opportunities for more partnerships with Bois Forte, etc
z. Communication of student supports – this is what Northstar is supposed to help with but mixed feelings about NS have hindered this goal
aa. Health and wellness may be what our students need to help academic success

Feedback from the group included:

- There are some easier short-term projects and some harder long-term projects which are both nice to see in strategic planning.
- One participant likes what the vision says but feels it has a lot of vague language which creates questions such as "How do we get there?" and "How do you implement them?" For example, what does "expand health programs" mean? Is this in relation to nursing or mental health? Is this for one program? Where is the college going with these programs in the future?
- FDL staff/faculty have been talking a lot about high school partnerships and things the college can do that is different than what they are already doing. They are exploring what new avenues there are to attract students. One suggestion is having a Barnum day that gives high school students an opportunity to sit in a classroom with professors and experience what it is like to be at a college
- Increasing professional development and bachelor's degrees would draw enrollment. There are not many language classes being offered at the undergraduate level. The vision and core values should be considered when making decisions. In the Duluth community, college campus activities are not heard about in the community and so it is likely that Cloquet community members are experiencing something similar.
- The practical vision did not mention law or regulatory training for faculty and how classroom instruction is intertwined with state and federal law.
- The college should focus on the language and American Indian studies areas. Other programs need to be built before the college offers BAs. Incorporating dorm students into a holistic wellness program is important as professors are hearing that their needs are not being addressed.
- "Whoever is on this committee are geniuses"
- The vision/college has a lot of good ideas that are opening doors but they need to be more focused and specific. They should include student input and community needs.
- The vision includes many items about growth and expansion. FDL TCC needs to increase staff if they are going to continue to do more and more.
- The college needs more intentional staff development in all areas, not just for specific individuals or departments. This would help a lot with morale. Additionally, the college should explore more use of the outdoor classroom and outdoor classroom spaces. The Center of Excellence should be looked at more seriously. PSEO and online students are nice, but the campus sells itself. Once students arrive on campus, they get comfortable. They have a lot of students that are doing schooling through FDL but are not making it to campus. They need to find ways to bring students together such as celebratory events. The participant pointed out that there are not many celebratory events or events that include alumni. They should create an

aging out process/program for faculty who are leaving which is resulting in the college losing history and what makes the college special.

- There is a lack of a cultural voice in the practical vision but it is good that it focuses on carving out a niche.
- There should be a focus on mental health and addressing food insecurity. The college does not have meal plans. Developing meal plans could help with financial aid and reduce food insecurity.
- The campus has tripled in size since 1992 but has not accordingly increased the number of staff maintaining the facility. It would be beneficial to increase staff to maintain the level of cleanliness and remodel the space as desirable. Additionally, it is hard to predict future needs in relation to space utilization and remodeling. The college and programs need to look at how to use the space efficiently while looking at remodeling plans. The infrastructure portion of the plan is critical and feedback requiring program needs should be taken into account in designing facility plans.
- There should be community input guiding program development. Previously, the college worked with Sappi to provide basic classes to meet the needs of the job without needing to complete a degree. The college should be asking employers "what can we do for you" to see what basic classes could be offered to support the local workforce.
- The college should analyze programs, shift the inventory, and reflect on the opportunities around them. The number one reason a person chooses the college is the program of study.
- They should design classes that fit into the programs that the college chooses and will bring the most students while also being competitive.
- Programming could weave in use of the outside classroom with community engagement and wellness classes and create, for example, culinary classes or forgery classes. The beautiful space is available for other programs and uses.
- The college recognizes the importance of its role in the community about creating a pathway to industries in the community.
- Non-Native Americans do not feel like they know enough about the culture. It would be helpful to have educational courses such as the importance of drumming available to the community. They mentioned concerns about security on campus and how to address this.
- The college could benefit from being intentional with the use of the space that they have. This should include reflecting on what is being stored. The college should provide a space for community members to get what they want and bring those skills back into the community.
- I am torn on the Employee Supports being in the plan.

In their workshop packets, participants were asked to mark which of the following statements they most agree with:

Do these Practical Vision statements work for you?
1. These statements work for me, I really like them.
2. These statements aren't perfect, but they work for me.
    h. Negate and duplicates initially, causes clutter
    i. Some do
    j. Intentionality. Broader goals – find ways to embrace our base values and highlight them
    k. Cultural voice, law/responsibility, need plan for students and financial aid; should have been a larger process to being with – bringing together the larger community to

comment on what's done feels like "thanks for your input, but…."
3. These don't work for me; I don't really like the statements.
   h. They need some additions brought up by the people
   i. There is no culture piece – that's a big oversight! I don't think they are specific enough. They substitute jargon for concrete visions. They could be for anywhere – not specific to our unique institutions. You can argue we do these now. They seem empty of meaning.

   Edits suggested:
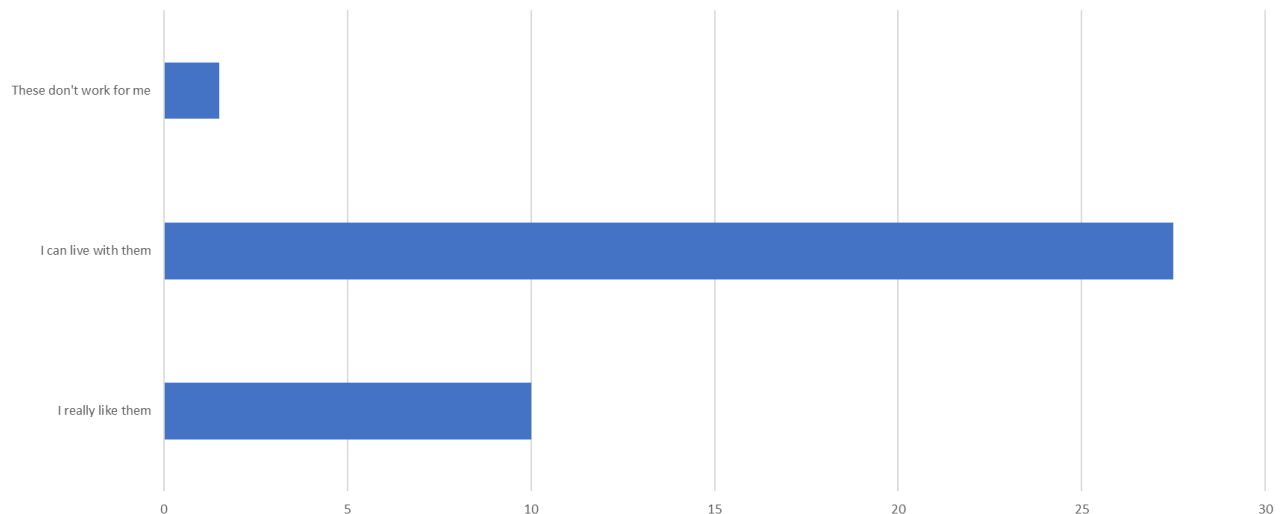   Academic programming built in partnership with stakeholders
   Cultural relevant student supports
   Sustainable infrastructure that meets program needs
   Community partnerships that support our students and Ojibwe cultural revitalization
   Employee mental and physical well-being

Results were as follows:

Specific comments from those who wanted changes include:
1. "No culture piece"
2. "Not specific to our unique institution"

SUMMARY OF WORKSHOP OUTCOMES FOCUS GROUP
04.21.2023

Underlying Contradictions | *What may be blocking us or holding us back from moving toward our practical vision?*

Once again, participants reviewed feedback from prior sessions and took notes on their worksheets about these 5 questions. After taking time to reflect on these questions, they were asked to share their thoughts with the group and identify one thought to share with the group.

1. What caught your attention across the responses?
    g. Limited, resistance to change, uncertainty
    h. The highlight of the space and staff needs
    i. Limited time for enthusiasm
    j. Lack of messaging insides and outside community
    k. Measurable outcomes
    l. Civic engagement – community how we contribute alongside our fellow community establishments and entities
    m. Things seem disjointed, relationship and communication
    n. Personnel to sow opportunity
    o. Self reflection (accountability/biases/fears)
    p. Limited human resources & resistance to change
    q. Restricted human capacity in many areas (maintenance, student support) we have people who are overloaded
    r. Fear and clear, consistent message
    s. Stuck on culture, without growth of all these as an institution which creates program for needed jobs, need to do both at the same time
    t. Staffing issues, funding, and moral
    u. More negative undertones
    v. Understaffed, over worked, wearing too many hats, disjointed info across campus
    w. Underdeveloped grant coordination, need a sponsored programs office, students unmet or undermet needs – income, child care, reliable transportation
    x. Lack of orientation and training for new employees
    y. Fear of change
    z. Fragmented understanding/appreciations of each other, childcare/food/transportation, no career/mental health counselor
    aa. Inconsistent, limited funding restricts development
    bb. A lot of what limits us comes from lack of staffing and money. Staff wear too many hats as it is.
    cc. Lack of cultural voice
    dd. Misalignment of perceptions
    ee. Limited employees to carry out goals
    ff. Yes, knowing who/what the needs are? Important information

2. Where do you see a lot of agreement and cross over? A lot of the same words.
    g. There is a lot of struggles (negative) on this page.
    h. Recognition that staff skills and professional development are important
    i. The word "limited"
    j. Scarcity mentality, doing more with less, overworked and micromanaged employees
    k. The words "limited" and "un-"; negative
    l. Relationship with community and disjointed partnerships
    m. What can be seen as negative is also part of the whole, how we together as a team of

professionals associates face those, buy-in together is important in being able to move forward

n. Need a sound mission, vision, and collective commitments. Why are we here? Who do we serve? What are their needs?
o. Look at adequate staffing
p. Complacency/comfort; fear of change, lack of action, lack of accountability, partnerships
q. Staffing, limited funds, budget, internal/external partnerships
r. I think communication or establishment of clear communication channels are underlying needs
s. Messaging and communication, internal to staff and students, external to schools, businesses, community
t. It may all boil down to fear of change
u. Limited funds, limited staff, misaligned vision
v. Counselor – career or wellness or botnin 1 person?
w. Staffing issues and funding problems
x. Limited resources
y. Limited
z. Funding
aa. Resistance, fear of change, neglected and limited
bb. Limited resources: w/ tech, employees, space
cc. Funding
dd. Unclear on goals moving forward
ee. Connection to history going forward

3. What do you feel is missing?
g. Organization
h. Allowing intrinsic responsibility, freedom to do good work, includes flexible schedules and open communication
i. Communication
j. How to engage partnership
k. Focus on the students succeeding, program success is important, importance/student success prioritizes that, how can we always be sure the students is/are in their own best position to succeed
l. Student centered
m. Support of staff that support the day to day business operation
n. Accountability and direction for accountability
o. Commitment to establishing faculty and staff leaders who are financially supported and can work together to cerate coherent pathways for communication and creating common goals
p. Take the ball with great ideas (money-making, this is a business) and run with it. There is one o in this word
q. Technology upgrades, accessibility and use for students/community, equity of clear expectations and setting goals
r. Who makes the ideas happen?
s. The ignoring of morale degeneration
t. Accountability amongst employees, be in your office during work hours, be available to our students, that is why we are here!
u. Focusing on our strengths

v. Staff succession plans, staff team building, new staff onboarding processes
w. Better use of technology to assist in "mundane" tasks to free up staff/faculty time
x. We don't have digital accessibility happening with all faculty and their classes captioning for video, digitally accessible documents, etc.; a lot of faculty member comfort with technology, needs to be supplemental across classes offered on campus
y. Utilizing technology
z. We re-invent the wheel (wastes time, energy, and money) because we "aren't like other colleges", we could use others best practices and adapt them to our unique mission
aa. Highlight the importance of career counselor, how can we not have funds for one?
bb. Staff development -cultural and language
cc. Needs
dd. Engagement and collaboration
ee. Culture of poverty, minimum staffing
ff. Protectoins of core values
gg. Time, money, energy – be intentional about values
hh. Resistance and fear of change, traditions
ii. Food
jj. Overall, I think it is okay. I wondered about the wording of "Restricted Human Capacity Impedes Performance" since I didn't really understand it until I read the items listed with it.

4. Where do you see nuance, gems that we need to pay attention to or bring to the top?
   g. Need for project management to manage goals
   h. Tap the perspective of staff that have been here for years
   i. Hire a grant manager
   j. Grants needed, person in charge, fear of not receiving
   k. What is already working, now enhance opportunities
   l. Student Centered
   m. Do we have H.S. feedback that are currently here for PSEO and CITS
   n. Accountability to guide action, change, intention
   o. Bottom-up approach, succession plan from the ground up, developing roles you would like to see with the organization
   p. Opportunity and create a strong, clear, consistent message
   q. We can have all the great ideas but if we don't have the enrollment to support them, there isn't a chance of success
   r. Gem: inconsistent values need to align culture with business model
   s. What is the vision and do people align with the vision
   t. Annual assessment of programs and department. Are they meeting gals, aligned to strategic planning
   u. These points show a growing fracture amongst staff. Luckily faculty is the only focus felt for these issues.
   v. Grant opportunities
   w. Fragmented understanding of each other, set up program to match employees to different departments, procession automation, wasting paper
   x. Human resources, misaligned ideas/feelings towards staff, faculty, students
   y. Hiring

5. Are there any other breakthroughs or new insights that this gives us?

    g. Understanding how all programs, decisions, funding, etc are connected
    h. Rejuvenate some of community; bring joy to the workplace, classroom, and community
    i. Students' success, not just PSEO, best ambassadors, their specific needs
    j. Campus buy-in; what is missing
    k. Communication and focus are keys to success
    l. Instead of focusing on the negatives and pointing fingers, this should be solution based
    m. Increase of efficiency through staffing, technology, and use of funding
    n. Top-down action and follow through, equitable and intrinsic accountability across campus to promote efficiency, progress, time management, and change
    o. Internal and external input from students, where are there differences? Where is there overlap?
    p. More support for faculty and staff, including adding more employees, could give people more time and ability to work past any contradictions
    q. Yes, listing blocks will hopefully remove some
    r. Does the strategic plan align with the mission, vision, and values
    s. It's interesting how reading these points flat out angers me.
    t. We need to focus on us/staff more so that we can better serve the students and community, grant manager needed
    u. Need more digital workflows and forms – too many paper forms!
    v. Dorm student support
    w. Clear pathways
    x. How can we collaborate with perhaps community and tribe to do more joint work?

Responses included:
1. There is limited time for staff and enthusiasm or in other words: a shortage of mental resources. The college was built in 1992 and it feels like the technology has not changed since then. There are new technologies and ways to complete administrative tasks that the college could implement which would free up staff time.
2. Professional development and staff retention stick out. These are important things to keep good people at the college. There are concerns about overload and stressed the importance of keeping tasks efficient to help people and the college grow.
3. There is a sense of "scarcity mentality". It is getting better and is not discussed as much, but they always feel like they are in an economic crisis. This makes staff/faculty feel like you cannot ask for more. There have been attempts to free that up but this needs to continue.
4. The college needs developed grant coordination through a sponsored programs office. Grant management at the college has been a headache. The college would do better if they had someone to track grants, meet grant obligations, and find more grant monies. A sponsored grant office should pay for itself many times over. For students, childcare, food, income and transportation needs are huge impediments to success.
5. Not all grants purchase physical items and departments should consider the ripple effect of how physical items impact other departments.
6. The need for updated technology should always be on the list.
7. The underlying contradictions generally are negative and focused on what the campus does not have. It is important that staff/faculty recognize that these things exist and identify what they have to offset the scarcity mentality.

8. Staff expressed difficulties getting feedback from programs about their needs. This may be due to how busy they are. There are things that are wrote down but there is no follow through or conversation after that. Because staff are not experts in all areas of study, everyone needs to be accountable for their activities and programming. It takes a village to run the campus. There are things that can be easily done but they require follow through.

9. Staff, faculty, and the college need to ensure accountability is intrinsic and equitable and is top-down through roles on campus and in the community. This will help address fears and roadblocks holding the college back.

10. There should be a redundancy of responsibilities. If the college wants to grow, it needs the staffing. Writing grants increases staffing and opportunities but what happens if the money does not continue after that grant. They need more people knowledgeable on doing multiple things to allow for more people to take time off. The college has always have been very careful with its money due to scarcity mentality but it needs to be willing to spend it in order to grow.

11. They should focus on student succeeding and program successes and being sure that students are in their own best position to succeed. Underlying contradictions being viewed as either positive or negative does not make them bad.

12. One participant shared that they would have liked to have a tool which identifies the input and whose perspective correlated with it. They felt it would have been helpful to know the internal perspective of what the needs of the campus are. They would have preferred a column of staff input, a column of student input, a column of alumni input, and a column of business input to see how each viewed the college (for example, see what industries the businesses were interested in).

13. They should focus on creating measurable outcomes. The college could identify which high schools most of their students are coming from. For example: are there Barnum students that are already here and why? What drew them to the college? Are they willing to engage and go back to their schools? The college could go out and talk to students to see what they want.

In their workshop packets, participants were asked to mark which of the following statements they most agree with:
Do these Underlying Contradictions statements work for you?
4. These statements work for me, I really like them.
5. These statements aren't perfect, but they work for me.
   h. True people don't want change
   i. Simplify language, make more specific
   j. Lots of jargon! I'm not sure what the "misaligned ideals and perceptions" are means
   k. Need to add culture, tribal
   l. With additional comments factored in (from the people)

6. These don't work for me; I don't really like the statements.
   h. I think 1 and 3 work but 2 and 4 need some work. I don't think ideals are necessarily misaligned, just not know across programs. I think mindset restricts development more than lack of funding
   i. These are pretty vague

**SUMMARY OF WORKSHOP OUTCOMES FOCUS GROUP
04.21.2023**

Results were as follows:
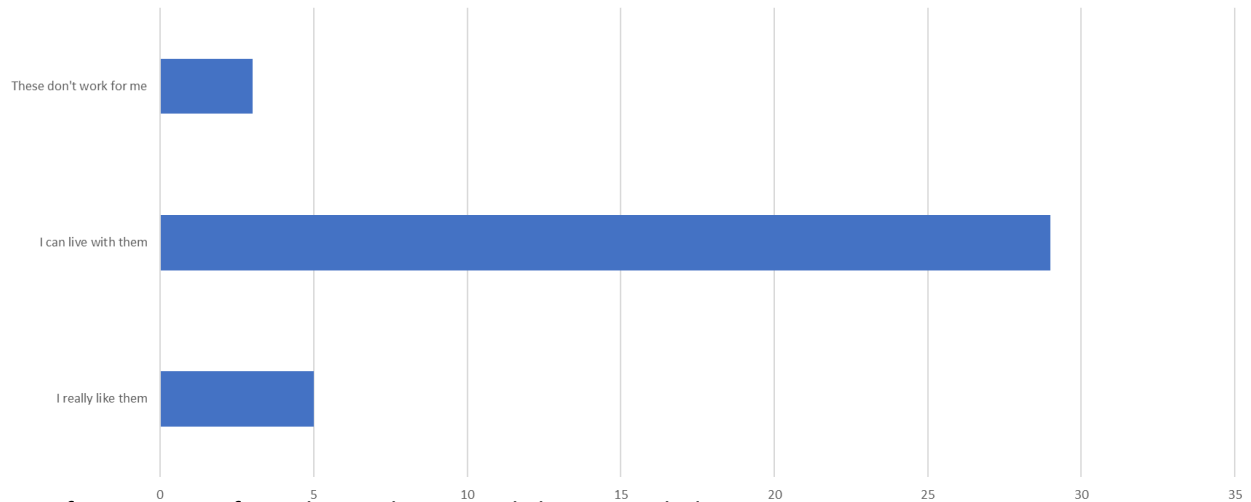
Specific comments from those who wanted changes include:
1. "First one makes it sound like faculty and staff are lacking skills"
2. "Ideals aren't misaligned, just not known across programs"
3. "Not sure what 'misaligned ideals and perceptions' means"
4. "Mindset restricts development more than lack of funding"
5. "We re-invent the wheel because we 'aren't like other colleges' and could use others' best practices"

Strategic Directions | *What innovative things (actions, programs, or efforts) would you like to see Fond du Lac Tribal and Community College do, create, or take on to move your Practical Vision ideas into accomplishments?*

For a final time, participants reviewed feedback from prior sessions and took notes on their worksheets about these 5 questions. After taking time to reflect on these questions, they were asked to share their thoughts with the group and identify one thought to share with the group.

1. What caught your attention across the responses?
   f. Community Partnerships and filling needs of industries in this area
   g. We need to see what is needed by campus to move forward
   h. Community, Support, Collaboration
   i. Community involvement
   j. Seeking student input, empowering students, outreach
   k. Student Activity
   l. Need a focus (a plan), have transparency, open community and end of year reporting. What did we accomplish? How did we accomplish it? What are we doing next? Solution based planning that is student centered
   m. Communication! Between Staff – Faculty, College – Community, Staff/faculty - Students
   n. Wellness and development, supportive growth for long term goals
   o. Establishing professional development, adding expanding new programs
   p. A facilities strategic plan is critical and it needs to include new sustainability initiatives
   q. Almost all would require more staffing, everyone is already stretched to the limit but increased staffing needs increased enrollment
   r. What do you mean by "Union of Cultures?" I hope we don't go back to dividing people, the union is what works
   s. Staff and faculty need help: support for each other, resources, time, more staff, compassion
   t. There use to be efforts to empower employees and develop our skills. They were gutted and effort to talk was put down so no one wants to be kicked down asking to grow as professionals (excluding faculty)
   u. Professional development, facilities planning, grow partnerships, grant office, alumni tracking, childcare (care for student needs), messaging – "Union of Cultures"
   v. Hiring a grant writer/coordinator, development campus wellness center, seek out students in decision making
   w. Develop a plan
   x. Wellness center and model, student life coordination, professional development
   y. Sustainability, facilities master plans, campus wellness center
   z. Full spectrum of needing direction

2. Where do you see a lot of agreement and cross over? A lot of the same words.
   f. Community needs assessments and feedback seems to be recognized
   g. A campus-wide comp
   h. Focus on community, wellness, support, and collaboration
   i. Grants management
   j. Workforce needs
   k. Cross professional development
   l. Again, communication and building relationships

    m. Creating plans, positions, holistic intentions
    n. Support, wellness, relationships and partnerships
    o. Money, we are lacking funds for things students need, such as counselors, consistent student activities to excite them
    p. Grant write/coordinate(s)
    q. Staff needs to be developed and actually talked to individually. Groups silence talk and frustrations. Campus wellness is needing to focus on staff for once.
    r. Professional development, grant writing administration
    s. Wellness
    t. Sponsored programs/ grant management
    u. Development, seek students for decision making grants

3. What do you feel is missing?
    f. We need to consider what we need to stop doing
    g. Expanding and developing programs
    h. Plan reporting yearly goals reached and those not attained
    i. Student centered focus, solution-based planning; not focusing on the negatives
    j. College report out, maybe a day focused on a report out as a group
    k. Open and honest communication to address internal issues without fear of push back
    l. Empowering employees to me means providing them with enough colleagues to support the work and making sure they have appropriate pay and benefits
    m. The fact that most students live nearby and don't hang around, they would rather go home or need to work (take care of kids) than participate in activities
    n. Implementation, lots of talk of ideas
    o. Staff levels can't support many positions leaving to learn. If I'm going to do my stuff on my own time and on my dollar, but knowing there's a real fear of retaliation by admin/supervisor for failure to do our jobs. I hear this daily when the subject is explored one to one
    p. SS services is missed, there are resources for ADM/Faculty, but not student support services
    q. Forest management plan – we need to care for our campus landscape! It's becoming a fire hazard and could be improved as habitat
    r. Individual accountability, goals, follow through
    s. Getting students to engage – all students attend classes consistently, do homework, not "disappear" from classes (dorm students in particular)
    t. Realistic intentions, what is the end goal(s), there are many ideals that will not become reality within 5 years
    u. Employers need to be held accountable, be present
    v. I think the plan should be more focused on students (success, recruitment, retention, employment). Measurable goals.
    w. Increase and encourage (not mandate) professional development
    x. Cultural programming
    y. Cross training, utilize existing gym/athletic resources for physical wellness
    z. Connect history to current context
    aa. Increase professional development for staff, seek out students in decision making
    bb. Develop wellness center
    cc. Time, staff, resources, fear of change, be clear, lot of opportunities
    dd. Transparency and communication, focused plan

ee. These are about what we can do, we also need to identify what we can stop doing, Also, these lists really are about being planful and intentional. We do a good job of engaging but we need to settle on plans, be transparent and coordinate with each other. Plan check in/assessments to check our progress and direction.

ff. Environmental institute, food sovereignty, initiative, nursing ARC HS.

gg. Instead partner with community opportunities (for developing campus wellness center) gyms in Cloquet and Carlton HS pool

hh. I think we need to include the word "research" and incorporate researching things that we want to achieve that others are already doing well, and learn from them.

ii. Mission, Vision and Values.

jj. Action elements for maintaining/improving campus facilities. i.e. thinning the forest, cleaning the cobwebs in dome of amphitheater

kk. food security, intramural sports

ll. I don't know at this time!

mm. Because there seemed to be lot of focus on employees. I noticed there was very little written into the plan about serving our students. Other than holistic supports, there was little mention of what the college can to do improve its ability to retain more students. Maybe a new direction can be added that is more student focused?

nn. Nothing to add here.

oo. Mental Health and Wellness and Environmentally sustainable practices.

pp. A focus on the top priorities, such as which programs are we going to focus on first regarding expanding of programs, bachelor degree programs, etc.

qq. Top 3 goals need to be listed that could realistically be implemented within the next 6 months to a year.

rr. More student and community centered intentions.

ss. what might be possible actions taken to get the topics completed.

tt. With the practical vision of engaging and enhancing community partnerships it is my hope the FDLTCC President can meet with the President of Lake Superior College and discuss a collaborative effort to bring sports such as lacrosse, soccer, volleyball and basketball back on campus. LSC does not have a gym and FDLTCC does. This should increase enrollment especially with the local schools. This might optimize opportunities for student athletes addressing community priorities.

uu. Specifics. The overall language is nice and pretty. However, specifics are necessary to have me invested.

vv. Growth emphasis

ww. Key elements: Intentionality. Sustainability. Efficiency. Adaptability. Innovation. Technological advancement. Student success and wellness.

xx. There were several good suggestions today that were brought up.

4. Where do you see nuance, gems that we need to pay attention to or bring to the top?
    f. Focus on tapping alumni for various feedback and resource
    g. What does team building mean?
    h. Master academic plan
    i. What do we stop doing? Students are changing. COVID changed our lifestyles.
    j. Holisitc intentions and safety to be honest to support experience for everyone (staff, faculty, students, community)
    k. Bring out the spirit of the college within the strategic directions
    l. Grant writer and needs assessment

m. Emphasize community connection but also look outside Cloquet to larger job markets
n. Needs analysis, align needs with mission
o. "Union of Cultures" messaging
p. Care for students – not just focusing on retention
q. Team building
r. Wellness for whole campus community
s. Wellness center, grant writer
t. Core values
u. The language should reflect the unique nature of our specific institution. That's the key thing to keep in mind. This is OUR plan and should guide OUR decision-making over the next five years, so each goal needs to reflect US. Right now you could read the draft goals as applicable to practically any higher ed institution in any time and place.

5. Are there any other breakthroughs or new insights that this gives us?
   f. We don't want to duplicate what our community already offers, I.e. a wellness center, we have community gyms and pools in both Carlton and Cloquet
   g. Importance of building a wide range of relationship that influences programming accountable to connecting partners
   h. "Boil down", don't stack up duties, acknowledge everyone's needs to realign direction, balancing with what we have, not adding new pressures to people who already have a lot going on.
   i. I'm struck by how colonial the statements are. Are there any indigenous people working on crafting the statements?
   j. Again, all will be driven by enrollment. Need something to draw students first (technical certificate programs?)
   k. I see nothing new, but what I've noticed is that the ideas are good, but rarely do we follow through
   l. Have you reviewed your mission lately, is it still relevant? Do employees know it? Do they bring it alive?
   m. Lots of great ideas, but we as a campus need to adopt and use these practices; more admn support, more resources, more help for the SSG. Adm keeps growing but SSG stays the same; employees are getting burnt out
   n. A lot of ideals without follow through
   o. Campus wellness/accountability need to be highlighted for all encourage to be here and utilized
   p. The language can (and should) be made more concise, particularly in the notes below the five headings of each of the three parts. Condense and simplify - and spell check.

Feedback from the group included:
- Everyone should look at personal goals such as efficiency and success of students. This should focus more on the effect and achievements of the college and not just what we are doing to continue to make results happen. The group was encouraged to think more about what it means for each individual and their department and to create a personal checklist to help achieve goals.
- The college should conduct a campus-wide needs analysis and not create things based upon personal preferences. It might be nice to have a campus fitness center but there are resources in the community that the college does not need to double up on.

SUMMARY OF WORKSHOP OUTCOMES FOCUS GROUP
04.21.2023

- There are a lot of rich ideas for moving forward such as professional development, grant administration, and facilities planning that need to happen. The language in the workshop packets has too much jargon in the statements. They suggested bringing those back to the drawing board to make them more understandable and specific.
- The information gathered is a "shotgun blast of everything" and it would be nice to know who is asking for what and how they could be helped. It would make it an easier checklist for staff to address and get things done.
- The college needs to connect its beginnings in 1992 to the future of the college.
- There should be holistic supports and intentions in place to support long term growth. They should identify students, staff, faculty, and community needs to help support each other.
- The college should realign resources and think about its teachings and interactions differently.
- The college can continue to optimize opportunities to interact with the community but some individuals may not be aware it is already happening. There is tremendous work being done currently through community collaboration. This work needs to be continued, become more visible, and have best practices established.
- There should be a conversation about what the college can stop doing such as items that are not productive and just hung onto. They need to identify what is not working. Such examples include changes that are necessary due to students changing as well as the impacts of COVID. Plans need to be clearer and more transparent and can be driven forward through better coordination and planning.
- When creating short-term and long-term goals, it needs to be established who is reporting on it. They should focus on creating measurable outcomes, acknowledging accomplishments, and designating what is happening next year to stay true to the plan so it does not get shelved.
- Participants liked the professional development plan and building community partnerships mentioned; however, there is a lack in language of how that is going to happen. They would have liked to see more information about developing programs.
- Staff/faculty have these meetings which have great ideas. They know what students need and what they want. "Let's do it!"
- I thought there were a lot of good ideas reflected in the bullet points under each category. I thought the language of the goals themselves was much too vague and full of corporate jargon, and did not reflect the ideas in the bullets or the "Union of Cultures" mission of the college.
- I think it could be just a little more clear and concrete.

In their workshop packets, participants were asked to mark which of the following statements they most agree with:

Do these Strategic Directions statements work for you?
7. These statements work for me, I really like them.
8. These statements aren't perfect, but they work for me.
    h. Pick something and run with it
    i. These statements aren't perfect.
9. These don't work for me; I don't really like the statements.
    h. Participant reiterated: I'm struck by how colonial the statements are. Are there any indigenous people working on crafting the statements?
    i. Again, there are jargon almost completely devoid of substance. What I tell my students during project planning: be specific and focused with what you want to accomplish

SUMMARY OF WORKSHOP OUTCOMES FOCUS GROUP
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Results were as follows:
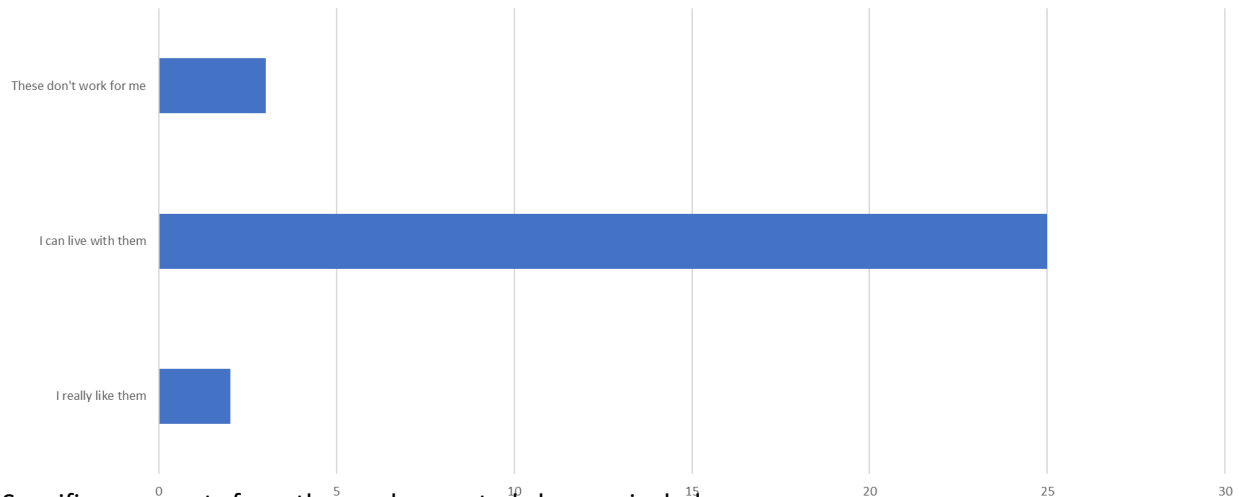
Specific comments from those who wanted changes include:
1. "Need to add tribal culture"
2. "Statements feel colonial"
3. "Simplify the language and make them more specific"

Workshop packets were gathered. A summary of the session will be sent to the participants and their feedback will be discussed at the April 24 session.

Miscellaneous comments from work packets:
- Five big insights: purpose of institution, market the institution, teacher best and take care of them, subjects – make sure they are relevant, communications – in and out
- I think it looks relevant, but I would want to make sure it all can be tied back to the Mission, Vision and Values.
- Pretty general - broad over arching.
- Good
- I thought the language was fine.
- I think the discussion was good and it was nice to have input into the Plan
- I felt it was helpful to the overall planning for the college. I do think that cutting out the public speaking portion might result in better feedback as it seemed like 50/50 participation was the norm. The time spent speaking may have provided more time to write answers & responses.
- There are many great ideas.
- It's a lot of jargon that is broad and open to interpretation.
- more explanation of the topics on what the thought is so it's clear to anyone who reads them. the words sound great, but what do they actually mean.
- A lot of great points - I think you need to determine which ones need to be done first that will take care of other items listed such as a grant manager.
- A good step into the development of a comprehensive plan. My hope is the plan will be a blue print that is followed. Too often the plan is placed on a "shelf". Yearly report on what was accomplished followed by establishing goals to be worked on the next year.
- Very non-specific, lots of lofty goals and that's is great. Ambition and recognizing a need for change key. However, specifics about what programs you want to develop/expand is key. Same

with staff development.

- It would be helpful to see the data broken down by stakeholders - students, community, faculty, etc.
- Many good ideas we can move forward with
- It looked great, looked like a lot of work went into it.
- I think there was some redundancy.

APPENDIX 10
Current Reality, Success Indicators & Actions 04.24.23

Current Realities, Success Indicators, & Actions

Current Reality: Description of the current situation as it relates to the Strategic Direction.
Success Indicators: Explains what will be different in 3 years if the organization mobilizes around and gets behind the Strategic Direction.
Actions/Accomplishments: Considers and answers "What do we need to accomplish at a level of program, project, or event to begin moving from Current Reality to Success as described?"

SD1. Creating Campus-Wide Holistic Wellness Model

Current Realities
- Food insecurity, financial concerns, and other personal needs concerns among students
- Some student support and success monitoring
- Social worker on staff
- No counselors
- No place to go for student life advice
- College credit for physical cultural activities for Native students

Success Indicators
- Supported students and staff through facilities and campus programming improvements
- Reduced absenteeism
- Increased graduation rates

Actions/Accomplishments
1. Enhance student life programming
2. Create Wellness Committee
3. Develop quantifiable multi-cultural wellness model
4. Expand funding opportunities for credit-based Anishinaabe courses
5. Explore plan to expand child care services on campus
6. Explore plan to bring health services to campus

SD2. Developing Processes to Empower Campus Community

Current Realities
- Staffing up HR Department, Faculty, and staff
- Existing faculty contract sets aside PD funding and department budget for travel, attendance, etc.
- Regrouping after Covid – programs in different places (no standard process)
- Supervisors are supportive if funds are budgeted, and if people ask
- Not everyone knows what's available
- Leadership moving toward more specific training
- Limited opportunities for career advancement
- Position descriptions and evaluations are dated and there is little onboarding
- No DEI training recently
- PACE employee satisfaction survey administered every two years

Success Indicators
- Improved PACE survey results
- Increased number of hours for staff in professional development
- Increased feeling of support reported in student surveys
- Increased employee use and awareness of benefits
- Updated policies and processes in place

Actions/Accomplishments
1. Update organizational chart to include roles and responsibilities
2. Develop regular schedule of meetings for campus-wide bargaining units
3. Create and implement employee onboarding process
4. Enhance employee understanding and appreciation of college core values
5. Create a professional development committee to plan for and analyze employee empowerment training opportunities
6. Consistently provide feedback mechanisms for all employees
7. Develop lunch and learn team-building process or CARE committee activities to incorporate cultural awareness
8. Establish a central hub for professional development and related materials
9. Develop a process to analyze PACE survey results and create an action plan to address concerns

SD3. Optimizing Opportunities with Community Partners

Current Realities
- Robust community partnerships with high schools, agencies, nonprofits, workforce development
- Grow Your Own program aiming to diversify teaching staff
- Environmental Institute Partnerships- farm project, 13 Moons, youth programming
- Relationship with FDL Ojibwe School and GIS program
- Lack of consistent planning and conversations with Fond du Lac Reservation

Success Indicators
- Increased engagement with Fond du Lac Band and community
- Completed workforce and schools community needs assessment every 3 years
- Increased enrollment at FDLTCC
- Increased workforce development opportunities
- Increased local and regional employment
- Increased partnership numbers and new partners are identified

Actions/Accomplishments
1. Create community employer satisfaction survey to be administered every three years
2. Develop needs assessment and action plan
3. Establish monthly meetings with the Fond du Lac Band
4. Develop a campus-level graduate follow-up tool to seek additional information on where graduates are employed
5. Gather and review disaggregated data by partnerships, programs, and workforce development
6. Create community engagement plan and include baseline and new partnerships
7. Develop a resources and expertise chart establishing roles and responsibilities

SD4. Broadening Supports to Enhance Financial Stability

Current Realities
- No centralized grants department or office
- Limited outreach to generate endowment giving
- Limited interaction and outreach with alumni
- Limited staff capacity for workforce development and customized training

Success Indicators
- Increased balance in endowment by established percentage
- Increased "other" revenue streams (continuing education, continuing training, facilities, etc.)
- Increased contracts with outside agencies for training, facilities use, etc.

Actions/Accomplishments
1. Establish alumni group utilizing graduate follow-up system
2. Re-establish grants office and grant review policy and procedures
3. Grow Workforce Development Department staff to create more opportunities
4. Increase local employer-funded training programs (workforce development)
5. Work with the Foundation to create a plan to grow endowment
6. Establish a plan in partnership with the Foundation to manage annual giving

Current Realities

- Misaligned or missing facility resources needs and plan, including energy audit
- Need to update and use master facilities plan
- Not reporting annually or comprehensively on sustainability initiatives
- Need to update master academic plan
- In planning phase for internal and external marketing of "Union of Cultures" institutional identity
- Have student associations and seek out opinions, but get very little participation
- Need a Student Life Director to facilitate more student participation in planning processes

Success Indicators

- Existing, shared plans with campus community (email/website)
- Updated plans annually
- Visibly improved facilities management
- Established Student Life and Activities Coordinator and/or ambassador program to facilitate student engagement in governance
- Increased enrollment reflecting a Union of Cultures

Actions/Accomplishments

1. Update Academic Plan
2. Update Facilities Plan
3. Develop a plan to provide signage that highlights the Ojibwe cultural heritage inherent on the campus
4. Create plan to get student government officers in place and participating in campus government and planning
5. Adopt strategies to enable a Student Life Coordinator to lead a vibrant ambassador program and to partner with other student organizations
6. Integrate zero carbon footprint and sustainability into daily practice
7. Create timeline for remodeling with sustainable guidelines to meet zero carbon goals
8. Reallocate spaces for current needs
9. Create integrated planning website with real-time reporting

APPENDIX 11

Strategic Plan Timeline 04.24.23

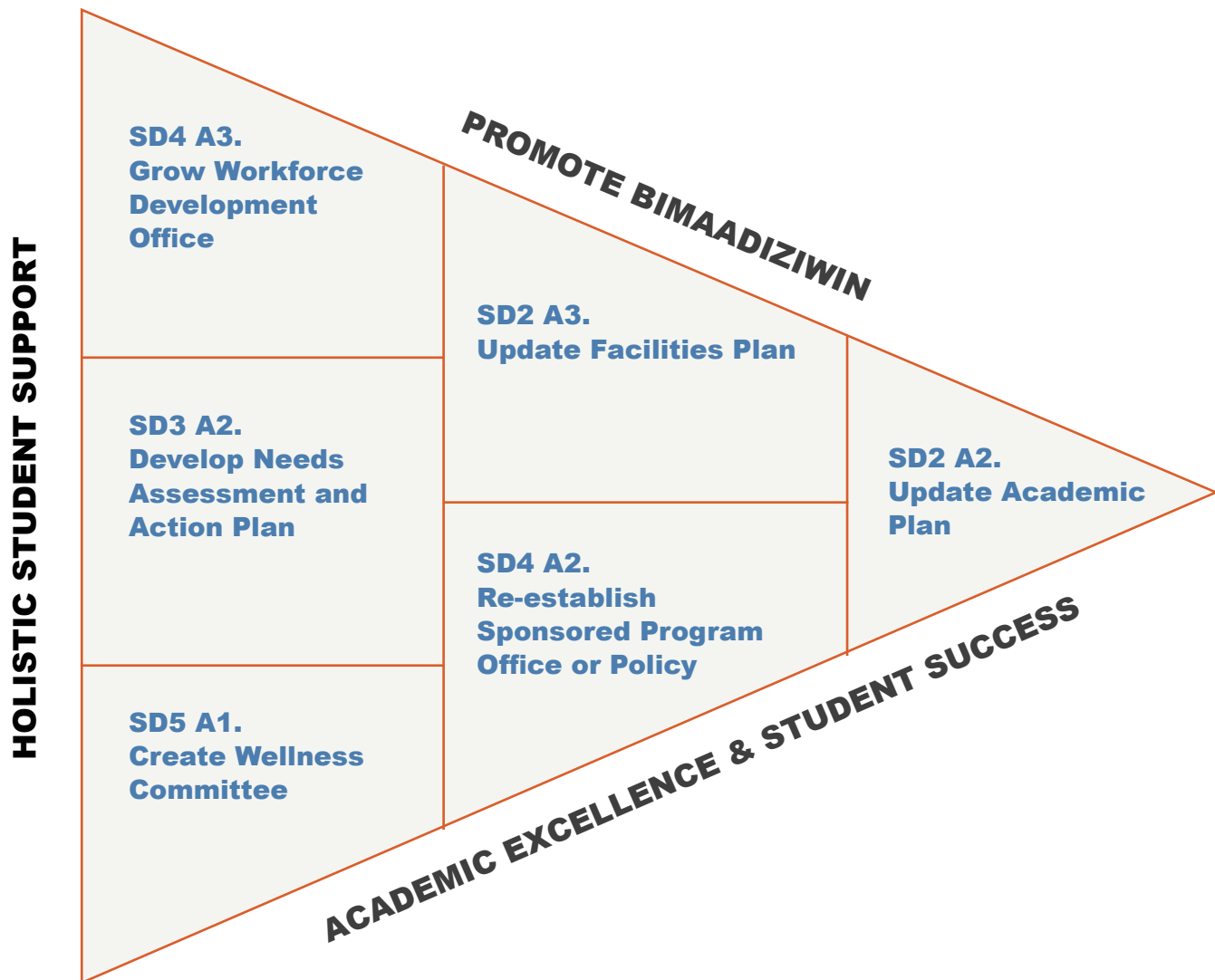|		2023 Summer	2023 Fall	2024 Spring	2024 Summer	2024 Fall	2025 Spring	2025 Summer	2025 Fall	2026 Spring	2026 Summer	2026 Fall	2027 Spring	2027 Summer	2027 Fall	2028 Spring
SD1. Creating Campus-Wide Holistic Wellness Model																
A1.	Enhance student life programming	Start														End
A2.	Create Wellness Committee		S & E													
A3.	Develop quantifiable multi-cultural wellness model		Start						End							
A4.	Expand funding opportunities for credit-based Anishinaabe courses			Start		End										
A5.	Explore plan to expand child care services on campus				Start										End	
A6.	Explore plan to bring health services to campus				Start											End
SD2. Developing Processes to Empower Campus Community																
A1.	Create employee resource guide to include that includes roles and responsibilities	Start	End													
A2.	Develop regular schedule of meetings for campus-wide bargaining units	Start	End													
A3.	Create and implement employee onboarding process		Start				End									
A4.	Enhance employee understanding and appreciation of college core values		Start												End	
A5.	Create a professional development committee to plan for and analyze employee empowerment training opportunities		Start													End
A6.	Consistently provide feedback mechanisms for all employees			Start			End									
A7.	Develop lunch and learn team-building process or CARE committee activities to incorporate cultural awareness			Start												End
A8.	Establish a central hub for professional development and related materials				Start		End									
A9.	Develop a process to analyze PACE survey results and create an action plan to address concerns							Start				End				
SD3. Optimizing Opportunities with Community Partners																
A1.	Create a community employer satisfaction survey to be administered every three years	Start			End											
A2.	Develop needs assessment and action plan		Start		End											
A3	Establish monthly meetings with the Fond du Lac Band		Start													End
A4.	Develop a campus level graduate follow-up tool to seek additional information on where graduates are employed			Start	End											
A5.	Gather and review disaggregated data by partnerships, programs, and workforce development				Start				End							
A6.	Create community engagement plan and include baseline and new partnerships					Start		End								
A7.	Develop resources and expertise chart establishing roles and responsibilities					Start		End								
SD4. Broadening Supports to Enhance Financial Stability																
A1.	Establish alumni group utilizing graduate follow-up system	Start					End									
A2.	Re-establish grants office and grant review policy and procedures	Start							End							
A3.	Grow Workforce Development Department staff to create more opportunities		Start							End						
A4.	Increase local employer-funded training programs (workforce development)			Start		End										
A5.	Work with the Foundation to create a plan to grow the endowment			Start		End										
A6.	Establish a plan in partnership with the Foundation to manage annual giving				Start							End				
SD5. Guiding FDLTCC's Progress through Informed & Transparent Plans																
A1.	Develop a plan to provide signage that highlights the Ojibwe cultural heritage inherent on the campus	Start														End
A2.	Update Master Academic Plan			Start	End											
A3.	Update Master Facilities Plan			Start	End											
A4.	Create plan to get student government officers in place and participating in campus government and planning			Start	End											
A5.	Adopt strategies to enable Student Life Coordinator to lead a vibrant ambassador program and to partner with other student organizations				Start	End										
A6.	Integrate zero carbon footprint and sustainability into daily practice						Start									End
A7.	Create timeline for remodeling with sustainable guidelines to meet zero carbon goals							Start				End				
A8.	Reallocate spaces for current needs							Start				End				
A9.	Create integrated planning website with real-time reporting													Start	End	

APPENDIX 12
Priority Wedge 04.24.23

TIMELINE AND PRIORITIES

Participants placed strategic plan actions on a timeline, which is available in the appendix titled FDLTCC Strategic Plan Timeline 04.24.23. Of the actions identified as beginning in the first few months of the strategic plan, strategy committee participants identified the following as the most catalytic for its overall success:

HOLISTIC STUDENT SUPPORT

PROMOTE BIMAADIZIWIN

ACADEMIC EXCELLENCE & STUDENT SUCCESS

SD4 A3.
Grow Workforce Development Office

SD2 A3.
Update Facilities Plan

SD2 A2.
Update Academic Plan

SD3 A2.
Develop Needs Assessment and Action Plan

SD4 A2.
Re-establish Sponsored Program Office or Policy

SD5 A1.
Create Wellness Committee

As they discussed the priority actions, participants noted that the integration of Ojibwe culture is essential to the plan's success and has a role to play in each strategic direction. "Incorporate Ojibwe Culture" therefore overlies the entire priority wedge, and language in each strategic direction references the importance of practices that are culturally relevant and aim to uphold the college's mission, vision, and values.

APPENDIX 13
Focus Group Summary 06.13.23

EXECUTIVE SUMMARY

On June 13, 2023, Fond du Lac Tribal and Community College hosted a campus community focus group as part of its strategic planning process. The purpose of this focus group was to give faculty, staff, and other partners an opportunity to review the actions developed by the strategy committee for strategic direction. (This same group had the opportunity to weigh in on the strategic directions at a previous focus group.) 28 people participated in the two-hour session. This document summarizes both written and oral feedback from the session, including all written comments, which are presented without edits. Themes from the session include:

Strategic Direction 1: Participants focused on the importance of creating strong onboarding processes and believed it revealed a need to improve human resources practices. Nevertheless, many noted its impacts on students were indirect, and argued that it should be re-numbered among the strategic directions, with a different one made #1. Professional development and cultural awareness also emerged as notable themes.

Strategic Direction 2: The general thrust of this strategic direction had broad support, as participants saw the importance of these guiding plans. They highlighted the importance of integrating Ojibwe culture, with some questions around how best to word this relationship. There were concerns around student government disconnect and the structure of these student groups, along with the importance of a student life coordinator position, though this sentiment was not universal. There was some debate around the carbon footprint-focused action, with some participants hoping for greater action and others finding it less relevant.

Strategic Direction 3: Comments emphasized the importance of integrating students into these efforts to keep them front and center and avoid turning the focus into some nebulous concept of a broader community. There was support for regular meetings with the Fond du Lac Band. There was substantial confusion around action step 7 ("Develop resources and expertise chart that establishes roles and responsibilities"), which could perhaps be reworded to emphasize that its aim is to catalogue community resources. Another repeated comment noted the heavy reliance on surveys in much of the plan and suggested using incentives to improve participation.

Strategic Direction 4: The most significant concerns with this strategic direction related to the purpose of alumni engagement, with differing opinions on the merits of requesting donations. Other comments noted the draft plan does not discuss finding efficiencies or stopping doing anything. There was strong support for the creation of the sponsored programs office and more grant-writing activity.

Strategic Direction 5: Participants noted that, while the strategic direction name includes staff, the actions are primarily student-centered. Several suggested that action 3, which regards a "quantifiable multi-cultural wellness model" should include language around diversity, equity, and inclusion. Some argued that action step 4 (funding for credit-based Anishinaabe courses) better belongs under another strategic direction, such as SD1. Several emphasized the importance of a counselor on campus, while some disputed the need for on-campus health care services when there are other options in a small community. Child care, on the other hand, maintained strong support, and there were scattered comments regarding sports and intramurals. Several participants also asked questions about what a holistic model looks like in a world with more and more remote students and telecommuters.

Overall Reactions: Participants were broadly supportive of the direction of the plan; with each strategic direction, a plurality said they could live with the actions, and some saying they really like them. Only a handful said the actions did not work for them. To build buy-in for the plan, FDLTCC should emphasize the process, explaining that the order of the actions fits a timeline and that the next step will involve action planning to lay out sub-steps to each action.

PROCESS SUMMARY

Introduction
The focus group began at 9:08 AM. Roxanne DeLille provided an opening inviting the spirit to help guide their conversations. Elissa Hansen introduced herself, Caitlin Vander Wal, Karl Schuettler, and Ali Bilden Camps.

Karl described the strategic planning process to date. The strategic planning process began in October with surveys being distributed. Information from these surveys was shared with focus groups. The strategic planning committee met and discussed the strategic directions that they would like. From there additional focus groups and feedback sessions have been held.

They are working on a graphical version of the strategic plan. Roxanne DeLille shared the importance of having a graphical representation and the two floral options that they are considering. Participants were invited to look at them.

The final strategic plan will likely be presented to the board in July.

Elissa described the process of the focus group. Northspan staff read the five strategic directions out loud and gave participants time individually to write down their thoughts on worksheets. After taking time to write down their comments, individuals were put in groups to further discuss their thoughts. After discussing their thoughts, they shared their group's insights with the entire room. Northspan collected all written responses after the event, and the subsequent pages summarize both the written and verbal feedback from the focus group.

SD1: Developing Processes to Empower Campus Community
1. *Update organizational chart to include roles and responsibilities*
2. *Develop regular schedule of meetings for campus-wide bargaining units*
3. *Create and implement employee onboarding process*
4. *Select a core value to focus on annually, and tie in professional development and campus activities*
5. *Create a professional development committee to plan for and analyze employee empowerment training opportunities*
6. *Provide feedback mechanisms for all employees*
7. *Develop lunch and learn team-building process or CARE committee activities to incorporate cultural awareness*
8. *Establish a central hub for professional development and related materials*
9. *Develop a process to analyze survey results and create an action plan*

Verbal responses:
- What caught your attention across the actions?
  a. Three and seven were really core in the onboarding process. It really sets the tone for inclusion and creating space for welcoming. It really sets the tone.
  b. Like the CARE committee because it creates a community-based activity
  c. A lot of these are HR related which means that we may need more work around HR having more governance and transparency.
  d. Some of our resources for professional development are right here and we should look at what we have here before going outside.
  e. Have more meetings where we are all together. It benefits everyone when we can all communicate together

- Which action do you feel is the most important?
  a. Onboarding process for faculty
  b. #7 doing lunch and incorporate more cultural awareness
  c. Potential of free tuition based upon income
  d. Happiness, value, campus climate
  e. Employee onboarding so they have enough training
  f. Professional development for all. We could go beyond cultural awareness and having understanding and practice it and have measurable goals for that.
  g. Onboarding and professional development creates an efficiency for us because individual departments don't have to do this. They can lean on the structure that has been built.

- Which action do you feel is the least important?
  a. Four doesn't have to be on its own if it is in fact part of all other activities
  b. The hub, there is no sense of a hub if we don't identify the professional development

- Do you feel anything major is missing?
  a. Bring in more American Indian students on campus.
  b. Campus community needs to be clarified. It doesn't really include students and seems to be focused on faculty and staff

- Are there any other breakthroughs or new insights that this gives you?
  a. If we only do one core value a year, students will not get all five values
  b. This is very staff and faculty focused. This is pretty cool that they are valued. As a document that is public, it is important that we keep our students front and center. This would be better as #3 or #4 because this feels a bit self serving.
  c. We are here about students and that should be our primary objective.
  d. We had declining enrollments due to the pandemic. The formula for funding looks at enrollment and we need to keep that in mind.

Written responses:

- What caught your attention across the actions?
    a. Hub, lunch and learn
    b. Clarity, happiness, value, employee onboarding
    c. #1 – what is that?
    d. #9 – which survey?
    e. Does Campus Community include students?
    f. #8 – define
    g. Clarify "Campus Community"
    h. Some of the #s seem incomplete. The order of steps seems random but I like the increased importance of professional development for staff. Faculty has always had this but not staff.
    i. Organizational charts and schedule of mtgs. etc. – all should be available on a calendar for all
    j. #5 employment empower opp
    k. Overall throughout strategic plan that we didn't pull in current initiatives – Equity 2030, ATD, AIHEC, WINHEC (American Indian Students), HLC
    l. Need more student centric focus
    m. We are wanting to care for our employees
    n. #1, 3, and 7 – cultural awareness sessions very important, org chart, new hire info needed
    o. #9 – Create an action plan – also need to put the plan in action- that seems to be a missing piece
    p. #4 – If this is going to be beneficial to students than 1 core value/year will not reach all values by the time students graduate
    q. Org chart – for such a small institution, I don't quite know the 'hierarchy'
    r. I think professional development means increasing more knowledge to bring to our students. Campus activities are important to keep our students engaged
    s. Don't like the order of the directions
    t. I feel like there are good ideas, but not sure they need to be in a strategic plan, maybe a HR Plan
    u. A lot of this is opening/expanding lines of communication. The better we can facilitate that, the more successful the outcomes
    v. SD1 – agree that this all seems more HR – could/should be further along in the plan or a separate plan entirely
    w. The actions are centered around employees taking ownership in the process
    x. Work on happiness and develop staff/faculty and keep engaged in their job
    y. Employees are important and they need to feel that way
    z. I support professional development opportunities and think it will be great for our employees and campus
    aa. Focusing on professional development and onboarding training is so important!
    bb. Really glad to see "create and implement employee onboarding process" – this is really important and has happened for very few new employees in the past
    cc. #7 – cultural wellness – could be more aligned with SD 5 & holistic wellness model – measurable goals
    dd. Needs to go beyond cultural awareness
    ee. Well supported, engaged employees
    ff. Employee onboarding process is great!
    gg. Students?
    hh. Focus/energy is needed in Human Resources, 2nd Governance operations and practice that are structural and sustainable

- Which action do you feel is the most important?
    a. Lunch and learn
    b. #1 – good luck tho
    c. #2 – inclusive of invested parties and well organized – people and methods of info sharing
    d. #5 Need to identify needs before other training action steps can be taken. But create a training survey
   e. Professional development- utilize in house 1st then go outside for new/more ideas

    f. #3 employee onboarding – set cultural context

    g. Who will be responsible for implementation of the strategic plan?

    h. Create the new employee onboarding #3

    i. #1 clear roles and responsibilities provides clear focus of efforts

    j. #3 – Create and implement employee onboarding process… so employees understand FLTCC and it's uniqueness

    k. Feedback mechanisms – I've never had a performance review

    l. 4

    m. Professional development

    n. Feedback mechanisms for employees sticks out to me. We are a passionate, creative, intelligent group and giving us a voice and listening to it is vital

    o. 5 employees can explore and request the types or training and development they are looking for

    p. Employee onboarding – currently employees feel lost once they are hired

    q. Professional dev

    r. 5 and 8

    s. Being much more focused and strategic on professional development and building cultural awareness opportunities on campus for faculty and staff

    t. Emplo9yee onboarding and training

    u. #3

    v. Aligned with mission, vision, and values

    w. Professional Development Committee

    x. #5 some people here need to feel valued and have opportunities to feel like this time here is meaningful

    y. #7, #3

    z. (Strategic) 4 – annual core value tied to other 8 actions = should be integrated into all of the other processes, 3 and 7 (Operational)

- Which action do you feel is the least important?

    a. Org chart

    b. #5 - ? not clearly defined?

    c. #8 it assumes everyone's professional development is same. Universal? Mandatory?

    d. Many HR ideas – Hopefully with two new employees this will help

    e. #4 Core values could be built into #3, the employee onboarding process

    f. #4 – unless it is revies to include core values more frequently

    g. Lunch and learn – lunch is a time to take a break away from work - away from coworkers

    h. #1 We seem to do most things as a team

    i. Bargaining units

    j. Meetings for bargaining units – don't those already happen? Just send me an email if there's something I need to know.

    k. 1 – most know what others are doing day-to-day

    l. 2

    m. #8 Central hub – need to get prof. dev. Defined and going before hub can be created

    n. Establish a central hub for PD and related materials

    o. 1 or 2

    p. N/A

    q. Org chart

    r. #1 org chart to include roles and responsibilities, #2 develop regular schedule of meetings for campus wide bargaining

    s. #1

    t. #2

    u. Updating org chart = should be a standard practice/operational anyway. Roles and responsibilities

- Do you feel anything major is missing?
    a. Listening sessions
    b. Least – hub- not sense if not identified
    c. Culturally – related organizations flow? #1
        i. Our FDLTCC Culture
    d. Clarify around some actions. Concerns about training becoming mandatory for ALL
    e. All campus meeting with all bargaining units – more often. More than just the required at the beginning of the semester
    f. This shouldn't be #1. It's not about the staff, faculty – it's our students
    g. The students aren't really included in the actin steps/outcomes
    h. No
    i. Not only cultural awareness (#7), but cultural celebration. And not just culture – diversity awareness goes beyond culture
    j. No
    k. Overall feeling by employees that they are appreciated by other employees, supervisors in what they do daily. Feel respected
    l. No
    m. No
    n. We need administrators to be more open minded and accepting to employees' ideas that are different from theirs – some tend to shut down ideas that they don't agree with, which shuts down sharing
    o. Increase on campus opportunities to hold and receive training for CEU's for staff with professional licenses
    p. Recruit more native students
    q. Our 1st goal should really focus more directly on students

- Are there any other breakthroughs or new insights that this gives you?
    a. Work atmosphere – create a culture of appreciation
    b. What happens with feedback from #6? Is this feedback to or from employees?
    c. *FREE TUITION* is that feasible? How are other institutions offering free tuition? CAN FDL TCC DO THIS?
    d. #5 based on what? #9? Create a survey? Individual driven
    e. #9 for prof development?
    f. It includes staff's professional development needs, which is refreshing
    g. Rank SD #5
    h. Utilize in-house resources; training opportunities
    i. We need to "Frame" the strategic directions
    j. Staff/faculty matter – normally we are fully student – focused
    k. Move the order SD #3 or #4 so it's not first
    l. Yes. Mason (sociology instructor) gave a talk about millennials
    m. No
    n. Feedback for employees – for us to provide feedback or for feedback to be given to us? Feedback to us (performance reviews, for example) is also super important
    o. No
    p. It is a good start but overall atmosphere of work environment needs to be addressed
    q. Plan to record PD training of all employees
    r. Employee onboarding – P.D. for all – professional development plan go beyond cultural awareness
    s. The idea of professional development on campus, rather than destination prof. dev. which takes a lot of time and money
    t. Don't want to use our lunch breaks for training – if lunch and learns, still need to have our breaks
    u. "Increased 3 of site visits" Unsure of what this means
    v. #6 Provide feedback mechanisms for all employees
    w. This indicates a potential lack of HR/Governance resources & practices in the past – reflects need for growth beyond a "mom and pop" informal governance model to a larger organizational/policy-based model

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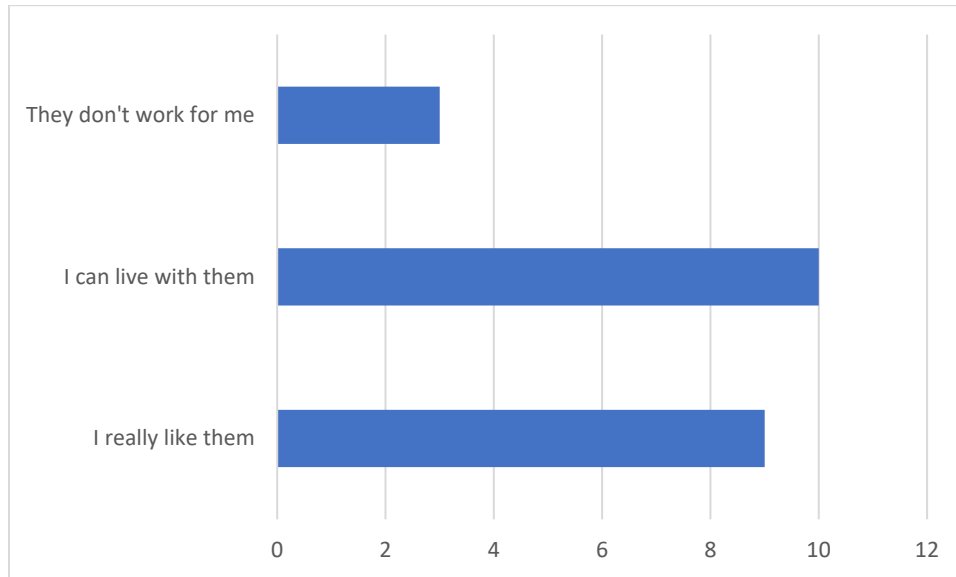
Comments:
- Not clear quite yet about action and responsibility
- I guess…. although vague

SD2: Driving FDLTCC's Progress through Informed & Transparent Plans
1. *Develop a plan to intentionally integrate Ojibwe culture into facilities*
2. *Update Master Academic Plan*
3. *Update Master Facilities Plan*
4. *Create plan to get student government officers in place and participating in campus government and planning*
5. *Adopt strategies to enable a Student Life Coordinator to lead a vibrant Ambassador program and to partner with other student organizations*
6. *Integrate zero carbon footprint and sustainable practices into daily practice*
7. *Create timeline for remodeling with sustainable guidelines to meet zero carbon goals*
8. *Reallocate spaces for current needs*
9. *Create integrated planning website with real-time reporting*

Verbal responses:
- What caught your attention across the actions?
    a. They talked about creating a plan to integrate Ojibwe culture.
    b. Updated facilitation plan as we grow and see how this changes as we utilize online spaces
    c. We really focused on the space and updating facilities within the Ojibwe tradition to make these pop.
    d. Informed decision making and updating the plans is important
    e. Commitment to informed decision making

- Which action do you feel is the most important?
    a. Creating the integrated plan and putting on the website. Gives opportunities for engagement and creates transparency and governance.
    b. Emphasis on mission and values and guiding principles that are important to create a transparent and informed plan
    c. Seeing these plans would be very good
    d. Make sure master plans are updated.
    e. 0 Carbon is a priority that was brought up.
    f. Create place, website, or newsletter that shows the transparency. A lot of this is setting up how we are going to make this transparent
    g. A lot of employees are not good at recycling. Stewardship is one of our core values and we need to be on that.

- Which action do you feel is the least important?
    a. Did not really understand what 7 meant

- Do you feel anything major is missing?
    a. In order for a student life to be successful, we need a full time position for that.
    b. We should focus on integrating facilities into Ojibwe culture

- Are there any other breakthroughs or new insights that this gives you?
    a. The activities need to be tied into sustainability and 0 carbon footprint, making it core to their operations and tying it back to the mission.
    b. Is the website too much to get at because we aren't at the first level?

Written responses:
- What caught your attention across the actions?
    a. Reallocate space
    b. Define " Ojibwe culture into facilities"
    c. #9 – create planning website...? What does that mean? Is this effective?
    d. Knowing the master plans will help reallocating current spaces
    e. #9
    f. #9 ? Why
    g. #5 – networking efforts and student recruitment enhancement
    h. Updating masters plans is important
    i. Student life coordinator – we have a hard time with student participation on campus – how will this change?
    j. Involving students and integrating Ojibwe language
    k. I like the planning part
    l. Zero carbon footprint being specifically called out feels out of place – I feel this should be included in the Master Facilities Plan
    m. Update facilities to bring our furniture in commons more up-to-date. Students want new but keep with our rich history. Keep academic programs current
    n. Zero carbon goals – with our env. institute this is important
    o. Zero carbon footprint and sustainable practices
    p. #5 our student life needs more time and attention
    q. #4 student government is broken up into Student Senate and Anish student Council
        i. Limited participation – meeting students where they are at? At times and ways that will work with hem
    r. Integrate facilities into Ojibwe culture versus Ojibwe culture into facilities
    s. Reducing carbon footprint, employee recycling, master academic plan
    t. Like the zero carbon footprint emphasis
    u. Reallocating space – limited – Zero carbon
        i. Envi. Science building
    v. Why not integrate facilities into Ojibwe culture, #6 reducing carbon footprint
    w. Integrate Ojibwe Culture
    x. #7 zero carbon footprint? – seems out of place
    y. #2,#3 updates MAP/Update MFP
    z. How the people that were 1st meeting shared the plan
    aa. Ojibwe culture into facilities – aspirational
    bb. Student life coordinator – need full-time position – hire, community building and support students needs
    cc. #9 operational, once we have more content and practices
    dd. There is an emphasis on going back to mission values and principles that guide overall operations. Shows a need for more structures/formalized planning and operational activities and practices

- Which action do you feel is the most important?
    a. Reallocate spaces – integration of Ojibwe Culture
    b. Updating plans (2 and 3)
    c. #3 and #2 are tied for me
    d. Utilize classroom spaces differently
    e. Space for faculty to record mtgs/classroom instruction
    f. #6 Integrate zero carbon footprint algin with master plan
    g. #2 and 3 master facilities plan – update #7
    h. #1 Ojibwe culture must be visible and at the forefront in any tribal college
    i. #3 update facilities plan – to see how we can expand as we grow
    j. Facilities plan – I am embarrassed at the state of some of our facilities – stains on carpets where prospective students and families visit – dirty bathrooms for weeks and months etc

    k. #5 It is important for students to be involved with their peers and students to have a voice
    l. Academic and facilities plan
    m. #4/5 – student-focused, what can we do to make their experience at the college better?
    n. #3
    o. Integrated planning website to keep college up-to-date on the updating of master plans
    p. Sustainability and master academic plan
    q. #5 student life
    r. Student life coordinator – seems like a good idea – but how do we get students to participate?
    s. Union of cultures – what does this look like moving forward with past in mind
    t. Integrate Ojibwe Culture
    u. Information based decision making -seems to be a grand theme
    v. Integrate Ojibwe Culture into facilities, language especially (statewide mandate)
    w. #'s 1, 2 and 3
    x. 1 and 5 and 9 – create integrated planning website to provide transparent governance – participation, and awareness to drive other 8 actions

- Which action do you feel is the least important?
  - a. #4
  - b. #1 – low hanging fruit – our facilities are culturally representative, aren't they?
    - i. People who are less familiar with tribal people may think this is "enough" BUT what happens at a tribal college is FAR more important than the building
  - c. #4 This seems like a directions for student life, not entire campus. #1 should be automatic with #3
  - d. #9
  - e. #8 Reallocate spaces
  - f. Student life coordination ambassador
  - g. 9 – this comes after all of the important work of formulating the plan
  - h. 4 and 5
  - i. Ambassador program because unless you can get student governments in place, other student activities will fail
  - j. Reallocate spaces for current needs
  - k. 9
  - l. N/A
  - m. Creating a student life coordinator position – not needed at this time
  - n. #9 Create integrated planning websites with real-time reporting
  - o. #5, #6
  - p. Reallocation of space – this should already be a standardized and ongoing activity

- Do you feel anything major is missing?
  - a. Create a place on the website/newsletter to communicate process and outcomes
  - b. Inclusivity and communication
  - c. Master Facilities plan should have "zero carbon" included so other language fits
  - d. Students participation
  - e. We are talking about zero carbon, but not the financial side of sustainability
  - f. No
  - g. We seem to begin and end when it comes to discussing/promoting culture – with Ojibwe culture. When it comes to our identity, this is fine. But we need to explicitly expand that conversation beyond our tribal identity if we're going to create/promote/grow a welcoming, diverse community and environment
  - h. No
  - i. Define stud activity – maybe tie to depts
  - j. No
 - k. Carbon footprint, no transparency in foundation, donors reflecting college values

l. Many Faculty and staff don't recycle – throw papers, mailers in garbage instead of recycling – goes against Anishinaabe values

m. Student engagement – how do we address this and meet our students where they are at? Of campus, families, non-traditional

n. Transparency, board, who donates? Who are they?

o. Can we talk about Enbridge's infiltration into the college through foundation in direct conflict with #3

p. Plans for the future environmental course work opportunities for Cloquet U of M experimental forestry station becoming apart of the FDL res

q. There is a need to have a stronger, more formalized operational facilities plan, tied to the FDLTCC mission. Sustained effort and action will be required in the plan years to measure success/shortcomings of plan actions.

- Are there any other breakthroughs or new insights that this gives you?
    a. Most space – facilities up to date in the tradition
    b. 0 carbon – haven't followed through
    c. Keep up with academic programs
    d. Planning website, utilize space
    e. The transparency part
    f. Communications – effective communications would be helpful for all
    g. There's a lot of planning needed. All plans should fit into the S Plan as well as reflective of S Plan
    h. #1 signage?
    i. #2 to incorporate what needs?
    j. #3 incorporate zero carbon
    k. Rank SD #1
    l. #1 What ways would we integrate Ojibwe culture into facilities? – i.e. the parking and welcome signs
    m. #6 – the need for an expanded sustainability plan
    n. No
    o. #4 and #5 student life – our roles should be create a foundation, a framework for student activities to make it easy, remove barriers, for students to participate
    p. #8 – Don't forget about our online spaces and the usability
    q. No
    r. Need to be willing to spend money to attract new students and keep employees and returning students
    s. No
    t. Student life, more time and attention
    u. Student Government segregated
    v. Structure activities to meet student needs
    w. Transparency with foundation
    x. Who are they – what are they funding. Do they follow our values.
    y. With the 2 student gov groups – there is a disconnect and student senate has more power, it isn't right
    z. Concern about significant loss of black students because of discontinuation of athletics – how do we build lack of other minority enrollment (in addition to Native American Students) so we are truly a Union of Cultures
    aa. How do we engage students with little participation? What's the "actions" to address this?
    bb. Transparency with foundation

REVIEW OF STRATEGIC PLAN ACTIONS FOCUS GROUP 06.13.23

The worksheet asked participants whether these actions work for them.
Results were as follows:

There were no additional comments.

REVIEW OF STRATEGIC PLAN ACTIONS FOCUS GROUP 06.13.23
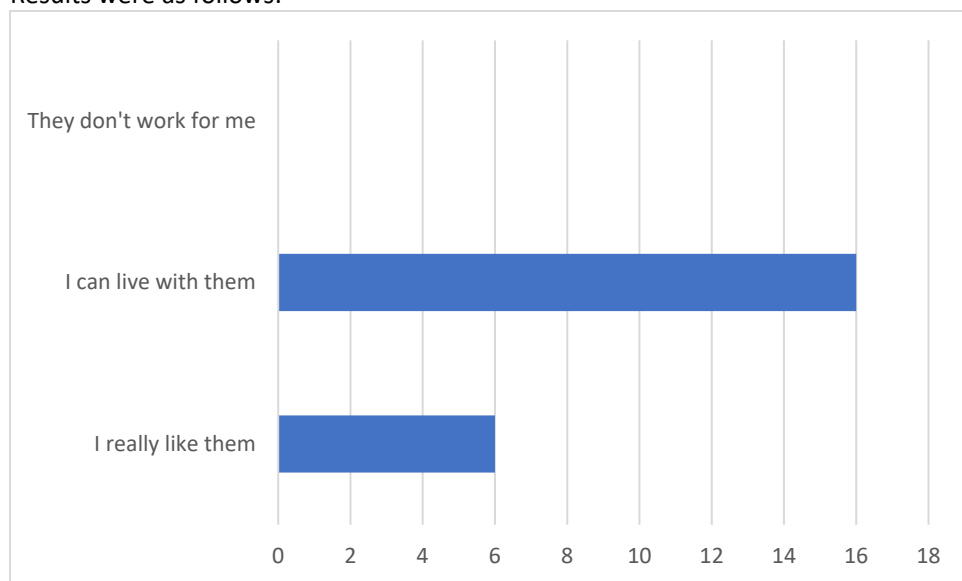
SD3: Optimizing Opportunities with Community Partners
1. *Create employer satisfaction survey to be administered either every year or every 3 years*
2. *Develop needs assessment and action plan*
3. *Establish monthly meetings with Band*
4. *Refine existing follow-up survey for graduates to seek clear information on where graduates are employed*
5. *Gather and review disaggregated data by partnerships, programs, and workforce development*
6. *Create community engagement plan and include baseline and new partnerships*
7. *Develop resources and expertise chart that establihes roles and responsibilities*

Verbal Responses:
- What caught your attention across the actions?
    a. Unclear about how we define community members. Comments about losing sights on students. Community members seem to be prioritized
    b. #4 we can't make any changes to the survey. It is a yearly survey that we have to do. If we are looking at another type of survey, we should have more of a conversation on what that would look like
    c. There is a bit of a disconnect with the wording.
    d. Understanding our community better, connecting with local employers, meetings with FDL band

- Which action do you feel is the most important?
    a. Number 6 could help to drive all the points and unify them.
    b. Establishing monthly meetings with the band. They do not know if this is something that has been done in the past but needs to emphasize.
    c. The resource chart should be continuing even if it is not part of the strategic plan
    d. Connecting with alumni and establishing that in a good way with the endowment.
    e. Sponsor programs and look at grants, engaging, and looking at upcoming new things which are huge things with keeping us connected. This needs to be looked at strongly.

- Do you feel anything major is missing?
    a. We need more staff to be able to do this
    b. Partnerships with whom?
    c. There are things happening that impact Indian Country but we don't talk about them here
    d. Some confusion with 7 needs rewording

- Are there any other breakthroughs or new insights that this gives you?
    a. We need to support and use Native businesses and ventures
    b. Surveys are huge but they are hard to get responses. If there is a gimmick or incentive to show that we want results back, and a good incentive.

Written Responses:

- What caught your attention across the actions?
    a. #2 needs assessment
    b. Unclear finding community members
    c. What is needed - losing sight of students – focus
    d. Volunteering – not sure
    e. "employer satisfaction survey" needs to be anonymous
    f. #3 – Who? Admin? Employees?
    g. #3 monthly meetings with the band? There is a Tribal College Board of Directors – the body between Band Gov. and College
    h. #3 regular schedule
    i. Surveys need a gimmick- Otherwise no one completes them
    j. #5 data for partner programs
    k. #1- 2 or 3 years
    l. #4 Cannot change this
    m. Develop community connections
    n. #3 monthly meetings and band
    o. That this goal does focus on partnerships
    p. Satisfaction survey
    q. Community involvement
    r. I like the needs assessment
    s. Again – increased lines of communication esp. within our community = good
    t. #7 – org chart?
    u. Don't lose sight of students if focusing on community partnerships. They need to work together
    v. Talk about community and plans but what actions and how doe "find' community members
    w. Data for partnerships, programs, and workforce dev.
    x. 3 – meetings with the band
    y. #4 What employers do we have relationships with?
    z. More collaboration with community – what do they need and want for programs?
    aa. #6 new partnerships with who?
    bb. Monthly meeting with Band, community engagement, development resources, support of activity, students council
    cc. #7? Develop resources and expertise chart that expertise chart that established doesn't make sense
    dd. Workforce development (customized training and continuing education) needs more sustainable support and resources to be successful and fulfill plan goals
    ee. Survey – get better tool/instrument with incentives
    ff. #3 – was this happening in the past
    gg. #4 State and Minn State required format and schedule

- Which action do you feel is the most important?
    a. #2 and #5
    b. Increased enrollment
    c. Outcome of increased enrollment – needs to be specifically addressed in one of the directions
    d. Keeping connected with Community – FDL! But other communities just as important
    e. #3, #4, #6, and #2
    f. #3 monthly meetings and band, #7 clear understanding of roles and responsibilities is the basic ingredient for effective action, #5 and #6 important
    g. #3 – more meetings with the band to understand community needs
    h. Community engagement plan
    i. #5 and #6
    j. Assessment and action plan

    k.   2 – needs assessment will guide the work
    l.   2 and 1
    m.   Follow up with graduates
    n.   6
    o.   Follow up on goals and monthly meetings with Band
    p.   Community engagement
    q.   #5, #4, #3
    r.   Communication
    s.   Establish monthly meetings with band
    t.   #1 and #3 (should be doing this already)
    u.   #2, #3, #6
    v.   6. Community engagement plan should be done with care to drive the other 6 actions

- Which action do you feel is the least important?
  - a.   #1
  - b.   #1 – what actions come from a survey?
  - c.   #7
  - d.   #7 why?
  - e.   #7 – Need more information – not sure what it means
  - f.   #7
  - g.   Expertise
  - h.   #7
  - i.   Graduate follow-up – important but getting us out into the community trumps it. What is #7? Whose roles and responsibilities
  - j.   Employer satisfaction survey – we already do climate surveys
  - k.   7 – chart
  - l.   NA
  - m.   Do we do graduation/alumni follow up? I am a graduate & have never been contacted
  - n.   #7
  - o.   #7
  - p.   #7 develop resources chart = should be a standard practice already. Detailed and descriptive org chart – standard OP, see also: SD1 Org Chart

- Do you feel anything major is missing?
  - a.   No
  - b.   We need more staff to do all of this
  - c.   Defining who the "AREA" is that is being served besides the Band
  - d.   Clarify around #7 and who is "area" being served? Needs clarity!
  - e.   Need action plans and measurable outcome for continuous improvement
  - f.   No
  - g.   Look into subsets of community that we might not be engaged with – not just employers and tribal groups, but, for example LGBT+ community, Black community Latinx community, etc.
  - h.   No
  - i.   No
  - j.   Not sure
  - k.   Promote Native owned businesses – purchase from them
  - l.   Native owned & ICUD, MMIW
  - m.   Water is Life, Land back voting, ICWA, MMIW, LGBTQ, we don't take nay stand on any issues in Indian Country critical
  - n.   There doesn't seem to be any vision? Just being the same dead horse all the time, no vision or imagination

- Are there any other breakthroughs or new insights that this gives you?
    a. Not really
    b. Didn't need #7 or 5
    c. FDLTCC needs to define and effectively communicate to employees AND the broad community who they hope to serve
    d. We need to break through perception of what and who the community is. We are not the tribe. We could be the place where relationships are grown. Everyone is welcome! Focus on the "And" to help entire community
    e. #2 – Focused on?
    f. #3 – Regular schedule. Is monthly too much? Quarterly?
    g. #7 internal or external?
    h. Rank SD #4
    i. No
    j. Communication and connection = good
    k. No
    l. Students should be involved in the community more
    m. Many of the outcomes are increased, what will the actual #s be
    n. Promote Native owned business
    o. No
    p. Could faculty and staff visit reservation and lean more about their programs, services, activities? Have a day of activities there? Also maybe a meeting with the Board for faculty and staff to hear what they are working on their priorities.
    q. We need to assess our program offerings & align with what the community wants/needs
    r. Need to promote, support Native owned businesses and ventures
    s. Whose priorities?
    t. Workforce development and engagement with tribal and community partners will benefit each group ad flow in both directions

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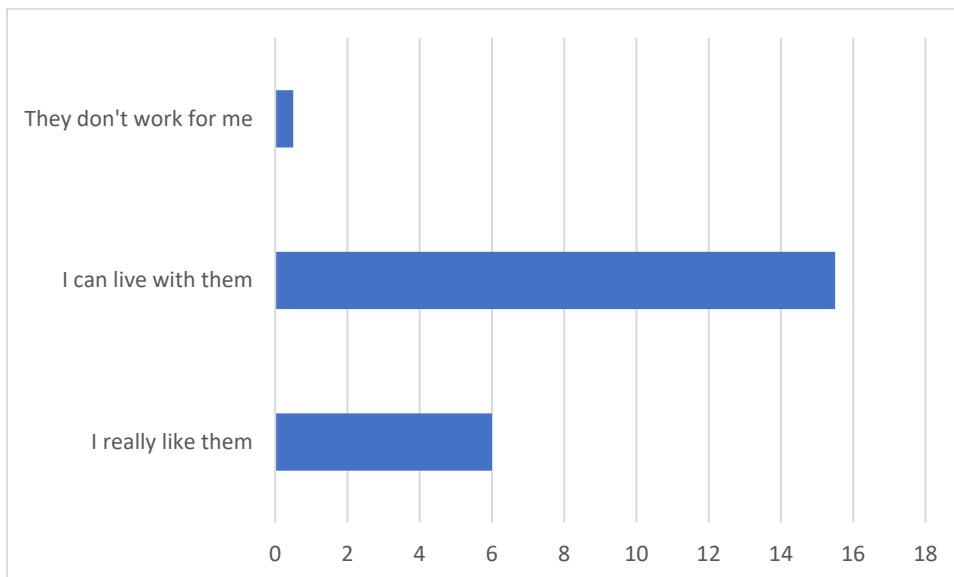
One participant responded between "I can live with them" and "they don't work for me." There were no additional comments.

SD4: Broadening Supports to Enhance Financial Stability
1. *Establish alumni group utilizing graduate follow-up system*
2. *Re-establish sponsored programs office and grant review policy*
3. *Grow Workforce Development Department staff to create more opportunities*
4. *Increase local employer-funded training programs (workforce development)*
5. *Create plan to grow endowment*
6. *Establish a plan to manage annual giving*

Verbal Responses:
- What caught your attention across the actions?
    a. Establish a plan for giving. This should be integrated with the foundation's activities. Having a formal annual giving and fundraiser plan would be good. Almost all other organizations that they are a part of have this and it is tied to their development.
    b. Emphasis on workforce development and having community partners sharing the cost so that it is shared program.
    c. Wellness model is a huge piece. We are aware of what works well in the community and it is a huge piece.
    d. #3, we have to find the right group and get it rolling and going.
    e. We could directly connect the wellness model to our cultural standards because there are ideals we live by
    f. Create creative avenues to support our students

- Which action do you feel is the most important?
    a. Keep the connection between the college and the Fond du Lac Band

- Do you feel anything major is missing?
    a. What is the point in an alumni group if there is no benefit.
    b. No discussion about finding efficiencies. What can we stop doing that would have a positive benefit?
    c. Student centered focus
    d. Enrollment should be more directly referenced
    e. We don't necessarily need to use the follow up system. We can gather from other places. What are we looking for the alumni to do? We could have them do marketing. I don't like the idea to have an alumni group for us to call yearly and ask for money but if they want to attend events that would be great. It should be defined what we want them to do.

- Are there any other breakthroughs or new insights that this gives you?
    a. There are experts on campus and we should use all the wealth and knowledge of those on campus

Written Responses:

- What caught your attention across the actions?
    a. #2, #3
    b. Grow endowment?
    c. #5 FDLTCC Foundation? They have a calendar of events. IS THIS COLLEGE driven? What is the formal and legal relationship between college foundation? SHOULD THIS BE IN OUR Strategic plan?
    d. #1 Alumni Group – very underutilized
    e. #5 Grow endowment
    f. #1 – work with Erica in records to get this data
    g. We know there is $ out there, but need to access it
    h. #6 and #4 campaign
    i. Need to develop plans and follow-ups
    j. Relationship between community, staff and employers
    k. Financial stability, inviting alumni to events of marking foundations
    l. Alumni involvement focus should be on networking, marketing/promotion, mentorship not hounding for donations
    m. How will the college be perceived if it steps into the activity of asking the community for money
    n. Foundation director?
    o. The outcomes seem to focus on endowment and CT funds
    p. #2 like the re-establishing of sponsored programs office
    q. We lack follow through with alumni
    r. #6
    s. #1? Sponsored programs, grants
    t. Grants, review policy, workforce dev
    u. These things have been in ever plan but no follow up
    v. Formalized process and planning that is sustainable and scaleable is a need that has lacked a framework and policy in the past
    w. #6 Foundation = Annual giving plan?

- Which action do you feel is the most important?
    a. #2
    b. Alumni group communication
    c. #2 (will help with #4)
    d. Sponsored programs – to fill the niche's of upcoming and new ways of growing programs
    e. #2 Sponsored program office
    f. #2 grant writing – we need it
    g. #1 alumni – but not for their $, rather for their word-of-mouth, they already paid tuition
    h. #6 and #5 these actions are directly related, campaign
    i. #2 – know grants we have and connection to mission
    j. Alumni group
    k. #3
    l. #2 – the college has many grants and needs a central office to coordinate proposals, review application, and reporting – it is a fulltime job
    m. #3 and #2
    n. #2 and #3
    o. #2
    p. Sponsored programs & grants to increase opportunities
    q. #2
    r. Grants and workforce
    s. Grow Workforce Development Re-establish sponsored programs office
    t. #2 and #4

    u.   2 and 4

    v.   3 Workforce Development is a vital resource and practice, 4 and 6

- Which action do you feel is the least important?
    a. #1
    b. #6
    c. #6
    d. #3 and 4 is sort of the same thing
    e. #6
    f. #1
    g. #1
    h. N/A
    i. #6
    j. Alumni group should already be a standing organization

- Do you feel anything major is missing?
    a. Nah – no discussion of finding efficiencies
    b. I.D. who (position) will make this happen? "Lobbyist"/marketing?
    c. Long term follow up. Establish an Alumni Association. Missing other grant programs
    d. Connecting endowment with previous graduates
    e. The funding from the state
    f. Possible free college tuition
    g. There are no action plans or follow-ups
    h. No
    i. No
    j. Foundation involvement and integration into campus
    k. Other funding
    l. Do we have funding to hire people to do these tasks? Outcomes soles based on customized training. What grants TRIO, Title III? There are many experts on campus, instead of the same staff and faculty to build community training and certificates
    m. Outcomes on endowment and c. training, more focus on grants & growing more grants
    n. There are many experts on campus. Instead of the same few, expand staff and faculty to build community training and opportunities for training and certificates
    o. Growing endowment can support student scholarships, Add: Growing grants
    p. And then what? There doesn't seem to be a goal?
    q. Develop opportunities for student internships
    r. With year 2024-25 with free tuition, how will this impact enrollment?
    s. Student revenue/ enrollment/retention models and finances

- Are there any other breakthroughs or new insights that this gives you?
    a. Do we need a needs assessment?
    b. What can we stop doing that isn't adding value
    c. Relationship with foundation and college should be more visible
    d. #1 what's the point – not much benefit
    e. I think this SD4 is important and under-staffed currently
    f. Opportunities are here, but follow up and staff time are concerns
    g. #1 beyond 1 year
    h. #3 training (noncredit)
    i. Rank SD #2
    j. Do we gain a lot from seeking funding from donors or do we just look "needy"?
   k. Consider how the scholarship foundation and other scholarships can be used to recruit new students

l.   Free tuition and how will this impact enrollment?
m.   Without the academic programs offered that are needed/wanted we have nothing to offer students who want to come
n.   #2 – I didn't realize that this action was not already in effect. Carrying it out may help in avoiding any missed opportunities
o.   No
p.   No
q.   How about grant funding? The ones we have and others we could get.

The worksheet asked participants whether these actions work for them.
Results were as follows:
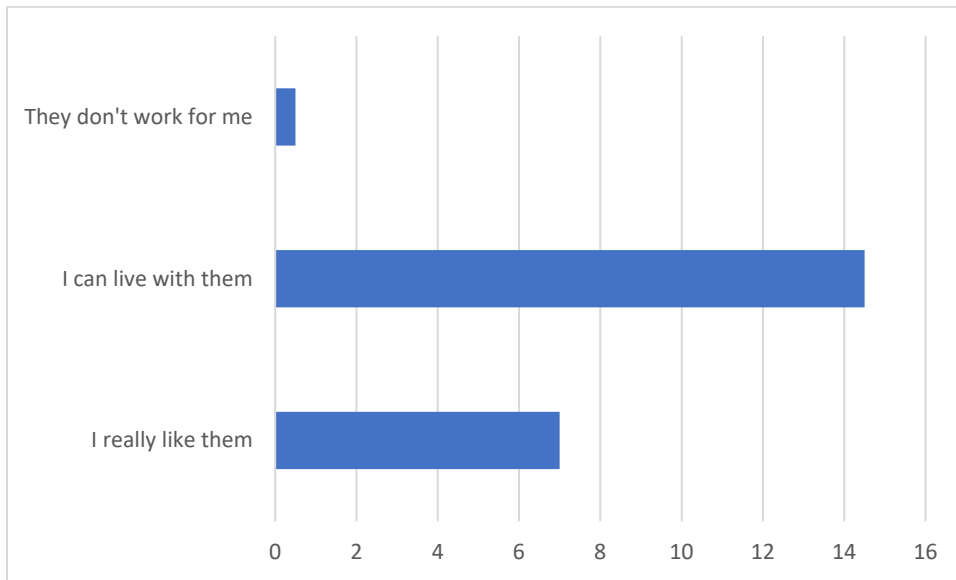
One participant responded between "I can live with them" and "they don't work for me." There were no additional comments.

SD5: Creating Campus-Wide Holistic Wellness Model
1. *Enhance student life programming*
2. *Create Wellness Committee*
3. *Develop quantifiable multi-cultural wellness model*
4. *Expand funding opportunities for credit-based Anishinaabe courses*
5. *Explore plan to expand child care services on campus*
6. *Explore plan to bring health services to campus*

Verbal Responses:
- What caught your attention across the actions?
  a. 3 would be core to all the other activities
  b. Did not understand the relationship with childcare resources, employees, and students but recognize that it is a barrier to educations opportunities and employment opportunities. This could be moved to being more central. What sort of integrated support model can we have with our early and elementary ed programs?
  c. Wellness model needs to be at the center of all these things
  d. Have it involve with staff and students, for everybody.
  e. Child care and health services. It can be difficult to measure foot traffic. We do a lot of directing people to health services in the community. How much are we already connected to students for that?

- Which action do you feel is the most important?
  a. Student life programming, that would be an asset to students and promote life on campus, connection to campus, and connection to mission

- Do you feel anything major is missing?
  a. Telecommuting
  b. Little focus on doing
  c. Have a counselor to help with everything that goes into this
  d. Intramurals
  e. We may want to look at our actions steps regarding absenteeism and more directly tie them

- Are there any other breakthroughs or new insights that this gives you?
  a. Getting more strict with students impacts their financial stability

Written Responses:
- What caught your attention across the actions?
    a. Focus on existing services
    b. Lots of planning, less of focus on doing
    c. Lovely idea
    d. Wellness model
    e. #5 Explore plan to expand childcare
    f. We want to create a health/well place
    g. #5 – Child care services
    h. Wellness model
    i. Child care services – daycare – it's not well publicized
    j. So many things are important in making each student whole such as their mental health, finances, their physical well being
    k. Care for student
    l. Create a consistent base for continually changing student body
    m. #3 include DEI verbiage also
    n. While this model states it is for staff and students, staff seemed to be left out of the action steps and outcomes
    o. That there is no mention of filling the Counselor positions, when that seems essential to this strategic direction. Focus is mostly on students 0 do we need a separate goal for faculty and staff?
    p. What wellness model would we use? IS there one to adapt our needs?
    q. Action steps = for mostly students
    r. #3 – multi-cultural and LGBTQ inclusive
    s. Multi-cultural wellness
    t. #1 Balance student life programming
    u. Why #4 is in this section?
    v. #3 "quantifiable" – establish metrics/KPIs to measure activities and success/challenges
    w. #6 – major barrier to enrollment and employment

- Which action do you feel is the most important?
    a. #3
    b. 3 – But DEFINE
    c. #3 tie with core values
    d. #3 create the model
    e. ? #1, but might look different than we think since becoming more hybrid model
    f. #3 This needs to be a visible and well publicized effort
    g. #3
    h. Health services – we need a counselor for students
    i. #6
    j. Wellness committee and model
    k. 1-student centered
    l. #3
    m. Create a wellness committee
    n. Hiring a counselor! That's imperative for promoting wellness for students
        Address mental health, financial, & physical hiring, wellness in a wrap-around team
    o. Create wellness committee
    p. 1, 5 and 6
    q. 5 (operational) and 4 (core value – mission) aspirational, wellness model – best practice0 at core of all of this
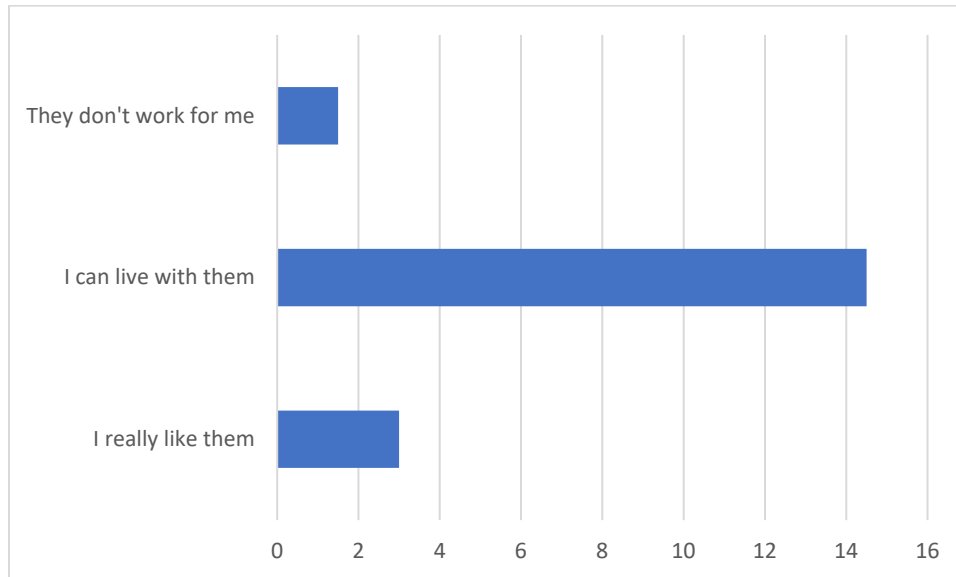
- Which action do you feel is the least important?
    a. #1
    b. 4 – define?
    c. #4 if enrollment is good, why is funding needed?
    d. Health services – just use the Raiter and Minoyawin Clinic which are already in our community
    e. What is a "multicultural wellness model"
    f. #3
    g. Health services
    h. 5/6 – lack of space will be an issue right off the bat, not sure if anything can be done
    i. 1
    j. #6 – emphasize resources in this area
    k. Expand funding for credit based Anishinaabe courses
    l. N/A
    m. #4 funding, not least but easiest to do is to create a committee. Include all voices, opinions on this discussion
    n. Bring health services to campus (multiple community resources are available to students)
    o. #4 not least important but should be in this section

- Do you feel anything major is missing?
    a. Missing telecommuting
    b. Yes – develop and implement a model of wellness (with the committee)
    c. Think we need a students needs assessment
    d. Support students, yes, but ALSO college community as defined by current SD1
    e. Opioid epidemic/drug and alcohol abuse impacts our students and college heavily
    f. ? what does #3 look like?
    g. Is there a connection to WINHEC? Development plans and action steps and plans to implement model – feedback system for CI
    h. No
    i. No
    j. Action step for stuff to participate in wellness activities
    k. Yes – see above
    l. Multi-Cultural – are we going to include anything regarding equity 2023? Will staff have paid time (not lunch or vacation) to learn about cultural things?
    m. Food Desserts- SNAP requirements ending, increase of food pantry
    n. No sports or counselor!!
    o. Transportation/flexible hours/work at home, we should a full-time counselor/ mental health professional

- Are there any other breakthroughs or new insights that this gives you?
    a. #1 – redefine what this means at a 2 year
    b. Wellness model should be the focus – childcare etc. should support that
    c. Maybe this should be SD1
    d. #4 seems like Academic Plan issue. Not on this SD. Fits under SD1
    e. #6 Not sure what this means
    f. Rank SD #3
    g. We want to be careful to not duplicate what our community is already offering – we're in a smaller community of 12,000 people
    h. We need to see if there is a great need for more childcare and health services
    i. Could consider pets/kids/family in the dorms too
    j. No
    k. No
    l. Need to define "Stud Life" and what that entails on our campus. Obviously it's not like 4-year campuses
    m. Entire process is a lot of committees but not a lot of action

  n. The action steps cover a wide variety of areas and expanding child care services and bringing health care services to campus are large goals

  o. We had some health services, but no one came. It needs to address mh, physical, wrap around

  p. Integrate sports on intramural – physical wellbeing

  q. No mention of hiring counselor

  r. Limited staff involvement in action steps

  s. Include of all – including LGBTQ and two spirit

The worksheet asked participants whether these actions work for them.
Results were as follows:

One participant responded between "I can live with them" and "they don't work for me." There were no additional comments.