



STRATEGIC PLAN

Created By

Saginaw Chippewa Tribal College

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Soaring Eagle Resort & Casino
Mount Pleasant, MI

Strategic Plan

*Facilitated and documented for Saginaw Chippewa Tribal College
by Indigenous Collaboration, Inc.*



Contents

This report contains the results of the 2021 strategic planning of Saginaw Chippewa Tribal College (SCTC). There are five sections to this report.



3 – 11 Organizational History & Current Environment

This section of the report holds the results of five conversations designed to begin the strategic planning work planted in the history of development within SCTC as well as the current reality of the College. These include responses to questions on basic data, trends, accomplishments and advantages.



12 - 15 Practical Vision

This section of the report holds SCTC's Vision. If our work is carried forward well at SCTC, what is in place in 2031 that serves the community and the College? The group's consensus and motivating image of the future is stated, along with where the Vision moves SCTC.



16 – 19 Underlying Contradictions Workshop

This section of the report represents the group's analysis of issues and obstacles blocking progress toward the Vision. This insightful look at contradictions assists the group in assuring its development strategies are grounded in reality.



20 – 22 Strategic Directions Workshop

This section documents the five-year development strategies targeted by SCTC. The actions are woven into strategic directions that provide the group with clear statements of the priorities driving decision making.



23 – 41 Implementation Calendar, Task Teams, Participants

This section documents the accomplishments targeted for completion in Year One, along with the calendared effort and individual implementation sheets completed by the small teams who self-selected to work on task arenas.



History & Current Environment Scan

In setting the stage to embark on planning, it is significant to create a “snapshot” of the Tribal College landscape as it currently exists ~ shaped by the history of the work, people, community and their impact on the consciousness and readiness of SCTC to undertake planning.

In this session participants shared information on the shared history of Saginaw Chippewa Tribal College. The group generated data and information to discuss this history as it lives in the memories and stories of participants. Then, the group conducted a scan of the current reality, drawing out facts, trends, advantages and recent accomplishments that frame the environment of considerations and impacts on the College’s work. These discussions help set the stage for the creation of a practical vision that is grounded in the reality of SCTC and its stakeholder community.

The shared history was developed by everyone in the group and began by asking participants to consider the following focus question:

What Experiences, Achievements, Challenges, Events and People Make Up The Shared History of Saginaw Chippewa Tribal College?

History Grounding Saginaw Chippewa TC's Vision

<i>Revolt & People Wanting To Take Their Power Back – Potent Time</i>	<i>Funding & Birth of Resources & Programming At Tribal Level</i>
1960 - 1979	1980 - 1989
<ul style="list-style-type: none"> • JFK & MLK assassination • Civil unrest • Inequality • Moon landing • Redbone on Midnight Special ('74) • Limited education, non-educated leadership, suppression / racism • Diné starts TCU • Public school K-12 • Canadian First Nations' migration to Lansing's auto employment • First Nations also brought language back to local community • Community tight & relied on each other & helped each other • Rough experience with school – hostile & unwelcoming • Racism within the community & schools • Poverty • MITW - Michigan Indian Tuition Waiver (1970s) • American Indian Religious Freedom Act of 1978 • Civil rights movement • There are a lot of drugs and alcohol • Commodities distributed • J.O.M. Indian Education – used to get vouchers for kids to buy shoes • Vietnam & student protests • Activism with Natives to take control of our students' education • Colonized school system • Red Power movement fueled lots of policies in education • Student pride in Native identity ties with Red Power movement started 	<ul style="list-style-type: none"> • The AIDS epidemic • Ronald & Nancy Reagan • Indian Centers sprang up in cities to bring people together • Tribal Ed Dept starts • Saginaw Chippewa Academy started as Montessori by PCC – K-8 • Bingo • Computers / floppy discs • Students have to choose – provide for family or go to school • Email (Military, Large corporations, Universities) • Tribal Education on fire – Adult ed; K-12; Bay Mills College; Leadership program; Newspaper; Scholarship programs • Inter-Tribal Council – community wanted all members to come & share • Tribal Court & policing started & programs within Tribe • Abuses of tuition waiver – no verification of who is Native • People get “The Sugar” ~ Diabetes • Dockets came thru & everyone got payment for land – “Indian Money” • Enrollment scandals – opened to get Indian \$ - shenanigans • Grass roots gaming to fund things • Tribe had 90% of state gaming revenue

History Grounding Saginaw Chippewa TC's Vision (continued)

<i>Focus on Being Self-Sustaining</i>		<i>Transition From Not Having Enough to Having Abundance & Start of Resentments of Indian Money</i>	<i>Upgrading How We Live</i>
1990 - 1999		2000 - 2004	2005 - 2009
<ul style="list-style-type: none"> • Indian Arts & Crafts Act of 1990 – 1st time ramifications for claiming and not being authentic Native art • Bay Mills Community College (BMCC) as TCU • Casino • Assimilation revealed – trauma identified • Public schools drumming, dancing to educate non-Natives • Computer access in elementary school • SCTC Founded ('98) • Mainstream internet • Per capita from gaming – class 3 • Aabizi'kaawin was established (high school on rez) • Funding more abundant • Education advocates – but not wanted <i>in</i> the school. Fight for space ongoing for years • Substance abuse programs 	<ul style="list-style-type: none"> • 4 students kicked out for being “bad” – paying to have someone to teach – start of alternative education high school of Tribe • Tribe paying for books, space, teachers of BMCC locally: “we should have our own – we’re paying for it” • Bridge liaison position built through J.O.M. \$\$ • State compact – Tribe has 50% of revenue off gaming ('94 / '95) • Ojibwe classes in Montessori alongside English • Native authors enter mainstream (Alexie, Erdrich, Harjo) • SCTC dream of “lifelong learning” • Tribal education – added teacher & grade each year: 1st, 2nd, ... No one stopped us – how be built elementary school 	<ul style="list-style-type: none"> • Y2K unknowns about the internet • Opioid epidemic • People in purchase mode – go everywhere to shop because never had it • Movie made about the level of corruption around money at Saginaw Chippewa “Just called Jack” • Alex White Plume – hemp warrior • First science with lab course • Great summer programs for kids – Trips, experiences... racism still prevalent in school with kids • Tribe gave us \$1M • War in Afghanistan started • No Child Left Behind • 9/11 • Fear of unknown – w/Re: Technology • Businesses – legal & illegal, coming to take advantage of \$ in community due to gaming profits • Winona LaDuke • Mainstream media focused on fear • Practical hands-on learning language, culture, canoe trips – rez dudes like me – comfortable • Native students not valued or considered in school • State gaming opened up in Detroit - compact 	<ul style="list-style-type: none"> • Smart phones more common – I-phone, Blackberry • Tribe had 50% of state gaming revenue – billion dollar portfolio • Subdivision & homes built locally • Myspace “wizardry” • SCTC initial accreditation ('07) • Housing market bust nationally • Housing market crash. Gaming revenue declines • Other Tribes open casinos. SCT has 15% of gaming revenue. Decreasing per-cap • Social media

History Grounding Saginaw Chippewa TC's Vision (continued)

<p><i>Funding Decline, Throttled Back & Refocusing On What's Important - Priorities</i></p>	<p><i>Recognition of Solid Identity – We Know What Sustains Us As Tribal College & Have Teachings, Programs & Processes</i></p>		<p><i>Awakening & Realization That Things Must Be Done Differently – We're Well-Equipped To Lead The Effort Because of How We Were Raised</i></p>
<p>2010 - 2014</p>	<p>2015 - 2019</p>		<p>2020 - 2021</p>
<ul style="list-style-type: none"> • Sandy Hook & school shootings • Gaming revenue decline – started zero-based budgeting • ADHD – over-medicated children • SRC opened / tutoring program expanded ('13) • Created IT Dept. • Have to justify funds & didn't really have to before • Arts taking off in cities in reclaimed spaces • Closed alternative ed program – cut off grades & 8 in elementary school • Over purchasing & hoarding because have to return \$\$ if not used and no year-end budgets • Funding cuts – programs struggling • Science lab opens • Tribe gives us \$85K • Carla is president 	<ul style="list-style-type: none"> • Marriage equality • Indigenize school systems • Dakota Access Pipeline protests • Idle No More – cultural awareness • Media always listening & curates more of what we want to hear – more polarizing • Water Protectors • Lots of shutdowns in education & middle to high school students not being served anymore • Trump – blinders off for rest of country – nothing new to Natives • Decolonize education system • Social media makes us more aware & platform for organizing & activism • Vacant, foreclosed, beautiful homes ('15 / '16) • Honoring, healing & remembering events start gaining traction with Journey for Forgiveness (late '00s) 	<ul style="list-style-type: none"> • Awareness of the Tribal College among Natives • Living building project • GED program • Our country's economy is in decline & everyone is "othering" each other & Indigenous people recognize necessity to build a new world • Environmental crisis & global warming • People promoting going to school – quality of life concerns coming up for selves & generations coming • "I need to reconnect with my own culture for myself, my family & community" among younger set • Cannabis awareness & dispensaries sparking interest & hopes • Acknowledging trauma & losses raises consciousness of people (language & culture). More training & resources to address 	<ul style="list-style-type: none"> • Boarding schools exposed • Native culture renaissance • Adults who've never worked & never been without per-capita • Focus on remote learning • Food insecurity – get back to basics • Funding inequities highlighted in education at all levels for all • Enhance academic programming • Uncertainty • Covid pandemic emergency aid relief funds • Isolation • White people realize they're having hard time & are pushing agendas Natives have been pushing for years • Online approval by HLC • Opportunities to reach out to teen students out of state & connect with them • Lots of people in US are disillusioned with way things are – appeal of TCU & indigenous ways • Country divided – politics becoming like a religion • New awareness of significance of self-reliance & be able to survive when isolated • Help & food sovereignty garden • Shift to online revealed gaps in student resources & abilities with tech, computers • Reservation Dogs on Hulu

Current Reality

Environmental Scan: **Basic Data**

These are facts, measurable information and statistics about the current reality for SCTC

- Renting campus & buildings we're in
- \$173K for 3 buildings
- \$48K for 4th building
- Tech infrastructure in place for online learning – 100%
- 4 academic programs
- Small classes
- 235 acres of SCTC property
- Anishinaabemowin
- Fully accredited
- Science classroom & lab
- MILES – Michigan Intertribal Land-grant Extension System
- Land grant status
- Scholarships & Internships
- 141 fall '21 student count
- 6 full-time faculty
- 2 academic specialists
- STEAM student organization
- 9 admin
- 3 land grant office staff
- 1 success coach
- 3 student interns
- 1 leadership intern
- 64% FAFSA completion + 90% ST receive aid
- 80% ISC (Indian Student Count)
- 5 tutors
- Tribal librarian
- Language scholarship
- Academic book club
- 315 enrolled students need to complete math requirements
- Tribal population is decreasing
- Tribal students have to prove pedigree for funding
- Majority of our college students are single and female

Environmental Scan: Positive (+) Trends

Trends are shifts or changes that are occurring around us and are not done yet. Positive trends are beneficial to our forward momentum, like the crest of a wave that a surfer might ride. They provide lift and support our efforts.

- Moving to online teaching
- Embracing change (everyone)
- More indigenous knowledge in curriculum
- More students applying for financial aid
- Bid accepted for a new Tribal College
- Using the land that's designated for our school
- Building a movement to food sovereignty
- Students are utilizing the resources that are available
- Mathematics CMP doubled our success rates in stats
- Native Studies degree is growing in enrollment
- Increase in student centered classrooms
- More community engagement
- More cooperation within Tribal departments
- Effort to create a community of TCU faculty
- Land grant office is growing
- SCTC taken more seriously in Tribal community
- Increased interest in agriculture
- Student access to computers / tech
- More student support (student success coach)
- Anishinaabemowin more prevalent across campus / community
- # of students enrolled
- Holistic student approach
- Success coaching
- More options to help students
- More community involvement with SCTC
- Financial sustainability
- Self-reliance
- Increased national & state & regional recognition
- Increased sense of belonging
- Cultural resurgence
- Cultural aspects integrated into all classes
- 7 grandfather teachings
- Sustainability
- Non-traditional students
- Less discrimination

Environmental Scan: Negative (-) Trends

Trends are shifts or changes that are occurring around us and are not done yet. Negative trends present obstacles that hinder our forward momentum. They complicate and diffuse our efforts.

- Reduced funding and loss of programs
- Limited space
- Sudden lifestyle changes – work, school & family
- COVID / masks
- Conference cancellations
- Technology disconnect
- Stress & uncertainty
- Less community gatherings
- Math enrollment is way down
- Periodic conflict between faculty is fictitious
- Devaluing higher education / trade schools
- Jobs & workforce demand is changing
- Campus is fragmented (science building)
- Resistance to change
- Perceived lowering of the educational bar
- Remote learning
- Remote student support
- Fear
- Not continuing to bring light to the Tribal College
- TCU / Community College stigma
- Spending restrictions
- Increase in students not meeting SAP (Satisfactory Academic Progress)
- Disconnected students
- Team separation due to restricted access

Environmental Scan: Advantages

Advantages are strengths, resources or expertise we possess that position us to make powerful and significant strides.

- Our small size makes us agile and adaptable
- More personalized support for students – support in life
- Cultural relevance
- Grant funding - diverse
- Being a TCU for funding
- Listening to ALL stakeholders
- Non-profit & student-centered
- Updated technology across campus

- Open door policy for offices & enrollment
- Less institutionalized than other institutions
- Family oriented
- Supportive environment
- Compassion
- Shared vision
- Breaking limited beliefs
- Growth mindset
- Encouragement to learn new skills
- Dedicated to student success in and out of the classroom
- Having the opportunity to share in the students' graduation / success
- Shared culture with the students
- More free to think outside the box
- Supporting Indigenous knowledge through NAS program
- Representation / indigenous faculty and staff
- Open door access to faculty / administration / SRC
- Increased funding in land grant office
- Native preference low is to our advantage
- Freedom to develop our own curriculum
- We got Marco
- Good relationships – faculty & administration
- Small core staff
- USDA grant
- Ability to do research
- Consider student opinions & feelings before making decisions

Environmental Scan: Recent Accomplishments (2-3 year)

Recent accomplishments give us a sense of confidence as we look toward our continued achievement.

- Continued funding for Title III-F
- GED program established
- Expansion of curriculum
- NAS tracks
- GED program grant funded
- Hemp research / garden
- Success coach
- Part of BIA
- Construction fund
- NSF grant – Ojibwe language text
- Land grant manager / equity & STEAM programming
- Miguel Cardona, US Secretary of Education, visit

- Science program
- Going online & HLC approval
- Water line for outdoor class & help research
- Highest FAFSA completion in history
- Increased student engagement
- HS pathway program
- Improved student resources and holistic support
- 13 students graduate despite pandemic
- Literary series
- Improved student resources and holistic support
- Renewal of Great Lakes success
- Engagement in HLC Assessment Academy
- Renewed accreditation
- Land grant office created
- High GED completion rate
- Language specialist for community
- Bid for new building accepted
- 3 sisters garden @ CMU
- Stonehouse project
- Additional funding for GED
- Supply our students with technology & laptops
- Increased funding in emergency aid
- More dedicated students in regards to land grant project
- Program chairs
- Institutional data page for the College
- Highest enrollment this semester FA21
- Increase in NAS classes this summer
- NARCH funded student science research
- Outdoor classroom planning
- Planning for orchard
- Agriculture growing



Practical Vision

Everyone owns the vision of the future. We each hold it in our imagination. In this workshop, participants are invited to bring their imagination and optimism to the table and help weave a complete picture of how strategic development should impact or support, advance or positively impact SCTC and its constituents. The workshop moved the conversation to a broader scope, with participants talking about the motivating image of the future that compels action.

Participants were asked to discuss and describe the desired future that would be achieved through the work of the Team. It is this image of the long-range future that inspires and motivates progress over time.

The focus question before the group was:

*What Do We See in Place in 2031 That Tells Us SCTC
is Serving Students & Saginaw Chippewa Nation With Excellence?*



Saginaw Chippewa Tribal College 10-Year (2031) Vision

Consensus Vision Statements

The following statements represent the group’s consensus after discussing the individual elements of the vision. These Vision Elements capture the group’s insight on their collective intent in each arena. The bubbles on top describe the desirable result of what the vision elements move SCTC and the community it serves towards. The elements in the center represent the keystone, or those elements that provide the *strength* and *balance* for the overall vision. The ones on either side are supporting elements.

Towards A Foundation For Sense of Family & Community That Strengthens Tribal Sovereignty		Towards Higher Education Being Valued As A Way To Empower Healthy Ways of Life		Towards Valuing Ourselves & Living In Balance Embodying Anishinaabe Values	
SCTC Has A Home That Encourages Sense of Identity, Belonging & Pride for Community & Students	Stability, Continuity & Value of Who We Are Is Assured By Our Capacity For Sustainability & Regeneration	Recognized By Tribal Communities, TCUs And Others For Exemplary And Holistic Academics, Role Models And Instructors Embodying Indigenous Values & Practices	Accredited Education That Is Relevant To The Needs Of The Community And Prepares People To Serve And Contribute To Community Quality Of Life	Institution Identity & Student Experience Is Grounded In And Recognizable As Anishinaabe Culture and Values	Holistic Student Approach Fully Implemented

Vision Brainstorm Data

This is the brainstorm data that was the result of the first round of vision discussions. It represents the ideas of many people. The bulleted brainstorm data itself does not represent the consensus of the group but it is an important link to what people were thinking about as they discussed each of these vision clusters. The groupings and consensus emerged from this seed data. Some ideas are specific; others are more general. They all help us imagine the future 10 years from now.

SCTC HAS A HOME THAT ENCOURAGES SENSE OF IDENTITY, BELONGING & PRIDE FOR COMMUNITY & STUDENTS

- A permanent campus to serve 500 students
- All SCTC in one place conducive to idea exchange and interaction
- College in its own space / building

STABILITY, CONTINUITY & VALUE OF WHO WE ARE IS ASSURED BY OUR CAPACITY FOR SUSTAINABILITY & REGENERATION

- Our own building – permanent, secure & sustainable
- Indigenous land-based field courses
- SCTC garden supplies to community
- Working farm to reconnect people to the land & food sovereignty
- SCTC self-sustainable campus
- Having sustainability in all we do – food, water, financial
- Sustained co-curricular student-centered projects
- \$40 million endowment
- Sustainable learning & teaching farm

RECOGNIZED BY TRIBAL COMMUNITIES, TCUs AND OTHERS FOR EXEMPLARY AND HOLISTIC ACADEMICS, ROLE MODELS AND INSTRUCTORS EMBODYING INDIGENOUS VALUES & PRACTICES

- 80% Native instructors
- Graduates returning to work in the community to enhance knowledge while preserving cultural heritage
- We are recognized as a public community college in Michigan (membership in MI Community College Association)
- Created Recruiter / marketing position to engage networks
- Full-time teachers for GED
- SCTC students return to be instructors
- Be well-known for academics by employers
- Full online program & facilities / infrastructure in place

ACCREDITED EDUCATION THAT IS RELEVANT TO THE NEEDS OF THE COMMUNITY AND PREPARES PEOPLE TO SERVE AND CONTRIBUTE TO COMMUNITY QUALITY OF LIFE

- 4 year degree in NAS
- Expand our degrees to 4-year degrees
- Created art programs (photography, graphic design, art therapy)
- Agriculture programs leading into certifications
- Healing certifications (emphasis on Indigenous teachings)
- 3 new 4-year degrees (computers, medical & teachers)
- Community comprehensive academic programs
- SCIT workforce training programs / classes e.g. EMTs, med programs, leadership in other areas

INSTITUTION IDENTITY & STUDENT EXPERIENCE IS GROUNDED IN AND RECOGNIZABLE AS ANISHINAABE CULTURE AND VALUES

- Anishinaabe cultural center of learning
- SCTC students to local schools to teach language (or accessible online courses_
- NA Art degree established – contemporary & traditional tracks
- Increased international tourism – culture, art, gastronomy
- Established campus journal (local & global issues)
- Some classes held in traditional teaching lodge
- Certificate program for Anishinaabemowin
- Intensive traditional arts courses

HOLISTIC STUDENT APPROACH FULLY IMPLEMENTED

- Increase graduates by 80%
- Enrollment is at 300 students
- Career placement upon graduation
- Be a 1st choice college for students
- High school preparatory program (Math & English)
- Proactive student council
- Sought out graduates
- Sports teams & student extracurricular activities



Underlying Contradictions

The focus of the Underlying Contradictions workshop is analysis. The underlying contradictions workshop asks the question:

*What are the Obstacles Blocking Us
From Realizing The Vision?*

Honest dialogue is required for this clear-headed analysis of the organization's issues. The group's analysis of contradictions is at the heart of this workshop. Participants grappled with the issues and obstacles blocking the Team's Strategic Vision and determined that there were five significant underlying contradictions. These are shown in the swirl on the next page moving from the most disruptive at the center to the least disruptive.

Underlying Contradictions Data

UNCLEAR, UNFOCUSED MESSAGING ON BENEFITS OF BEING IN, OR SUPPORTING, SCTC AS A PLACE THAT HELPS STUDENTS DISCOVER OR EXPLORE WHO THEY ARE PERSONALLY AND PROFESSIONALLY

- Underdeveloped channels of communication for recognition of achievements and successes
- Inconsistent college recruitment
- Per cap disincentivizes the need to continue education w/ college
- Outdated cultural programming in public schools
- The college is an expense and not profit – community & leadership undervalues the college
- Narrow recruitment & marketing
- Narrow & inconsistent engagement w/ community events signals we don't care or value community
- Higher education credential not valued or necessary to access opportunities or "success" locally
- Community doesn't feel valued by higher ed & doesn't value higher ed

INCONSISTENT, UNCOORDINATED, NON-STANDARDIZED COMMUNICATION CHANNELS AMONG STAKEHOLDERS & SLOW TO ADAPT AS TRENDS CHANGE

- Disconnection of services to students
- Unbalanced representation at strategic level (not everyone represented in decision-making)
- Undeveloped system to gather student input to address their needs
- Inconsistent definitions i.e. assessment
- Uncoordinated communication
- Unclear roles & how we're connected so we maintain silos
- Negativity disrupts productivity & physical separation feeds feelings of being devalued or misunderstood
- SCTC Board's share vision is unclear
- Unintentional in-cohesiveness in communication as SCTC has grown
- Fragmented internal relationships

INSTITUTIONAL & HUMAN CAPITAL IS AT CAPACITY

- Unfocused plan of action
- Fragmented course delivery – in person vs online
- Outdated student holistic approach model
- Limited co-curricular options to promote student involvement
- Disjointed process for planning (thinking through issues making them more sustainable)
- Underutilized funds for supp. Instructors
- Limited space
- Outdated student council process inhibited by by-laws
- Misused / abused financial aid

OUR CULTURE & IDENTITY AS A COLLEGE IS NOT FULLY ARTICULATED & THAT LIMITS WHERE AND HOW WE PLANT & CULTIVATE IT ACROSS THE COLLEGE & COMMUNITY

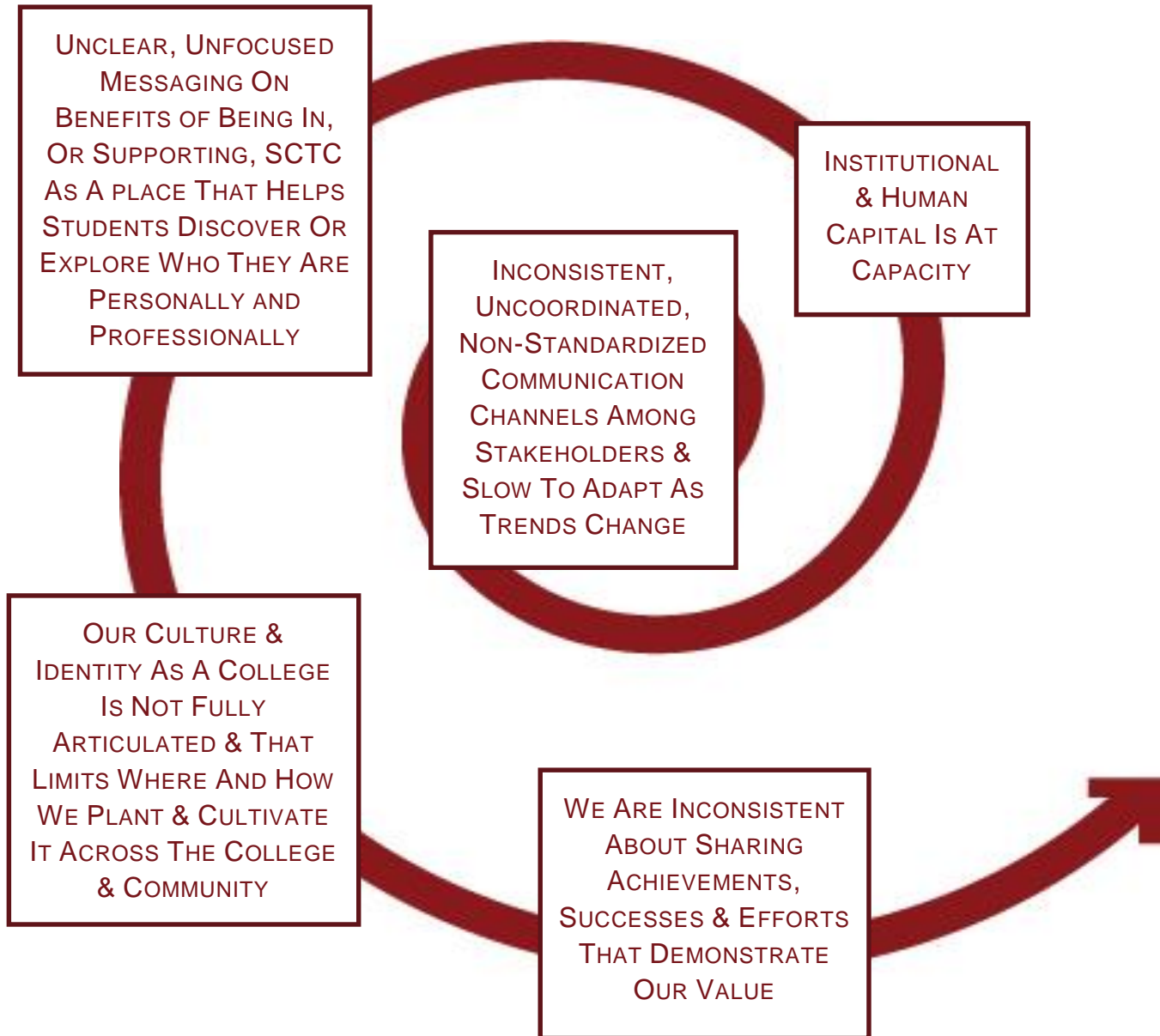
- “Student success” is not well-defined
- Non-Anishinaabe faculty unfamiliar with culture find it challenging to incorporate into curriculum
- Unclear defining holistic approach (Miziwezigan)
- Underutilized resources to learning about the culture for non-Anishinaabe faculty & staff
- Difficult & challenging to establish clear Anishinaabe (Indigenous) identity

WE ARE INCONSISTENT ABOUT SHARING ACHIEVEMENTS, SUCCESSES & EFFORTS THAT DEMONSTRATE OUR VALUE

- Inconsistent technology integration
- Underrepresentation of Native instructors & knowledge-bearers in classroom, sustained by western credential system
- Undeveloped outreach for faculty
- Faculty not engaged in research and academic writing, therefore not growing stature or reputation of SCTC
- Low student persistence discouraging faculty & redirects efforts to non-academic “stuff”

Contradictions “Swirl”

The issues identified are plotted onto this swirl with those that are the most distracting at the center and working their way outward:





Strategies for 2021-2026

In this workshop participants developed potential actions that could be taken in the next five years to launch SCTC's Vision. The group then wove those action elements into strategies. The group identified actions that launch vision activities and actions that address the contradictions. The strategies then came together through group dialogue, which in-turn, led to consensus statements describing the *strategic approach* to the work moving forward.

INCREASING OPPORTUNITIES FOR STUDENT ENGAGEMENT & LEADERSHIP

- Incorporate more field trips – ecology, geology, astronomy
- Redesign student holistic approach model for SCTC
- Create campus-wide opportunities for involvement & interactions
- Create a peer program (to facilitate connection and accountability)
- Engage student body in college & community activities
- Hire student assistants – mentorship / interns

STRENGTHENING & REINFORCING PURPOSEFUL & RECIPROCAL CONNECTIONS WITH COMMUNITY

- Create more opportunities to learn about Anishinaabe culture
- Create and launch an initiative for workforce with HR
- Promote community involvement
- Coordinate events with local & inter-Tribal organizations
- Emphasize SCTC participation in community events / programs
- Educate community about SCTC by attending community functions as a SCTC Team

EXPANDING & SUPPORTING GROWTH

- Invest in a new campus building that allows growth in all areas
- Invest in capacity
- Invest in current staff & grow staff
- Invest in outdoor classroom / teaching space
- Develop & improve existing NA Art courses
- Foster a more nurturing environment for adjuncts
- Form an inclusive campus committee to push “campus”
- Reinstate the supplemental instructor program
- Create a peer-reviewed online journal for TCU scholars

ADOPTING OR ADAPTING DIVERSE COMMUNICATION TOOLS THAT SUPPORT INCLUSIVENESS & EFFECTIVENESS

- Develop a communication map that we buy into and stick to. This would provide a constant channel to get information out to students
- Host data summit
- Promote SCTC committee involvement
- Develop a communication plan
- Activate the existing modes of communication (promoting achievements, etc)
- Develop a SCTC app (communication)
- Organize methods of communication
- Establish transparent communication format
- Ask faculty for improvements or suggestions in decision-making – e.g. quarterly survey, suggestion box, etc.
- Implement student navigate system

ENHANCING & FORMALIZING OUR CAMPUS CULTURE & IDENTITY

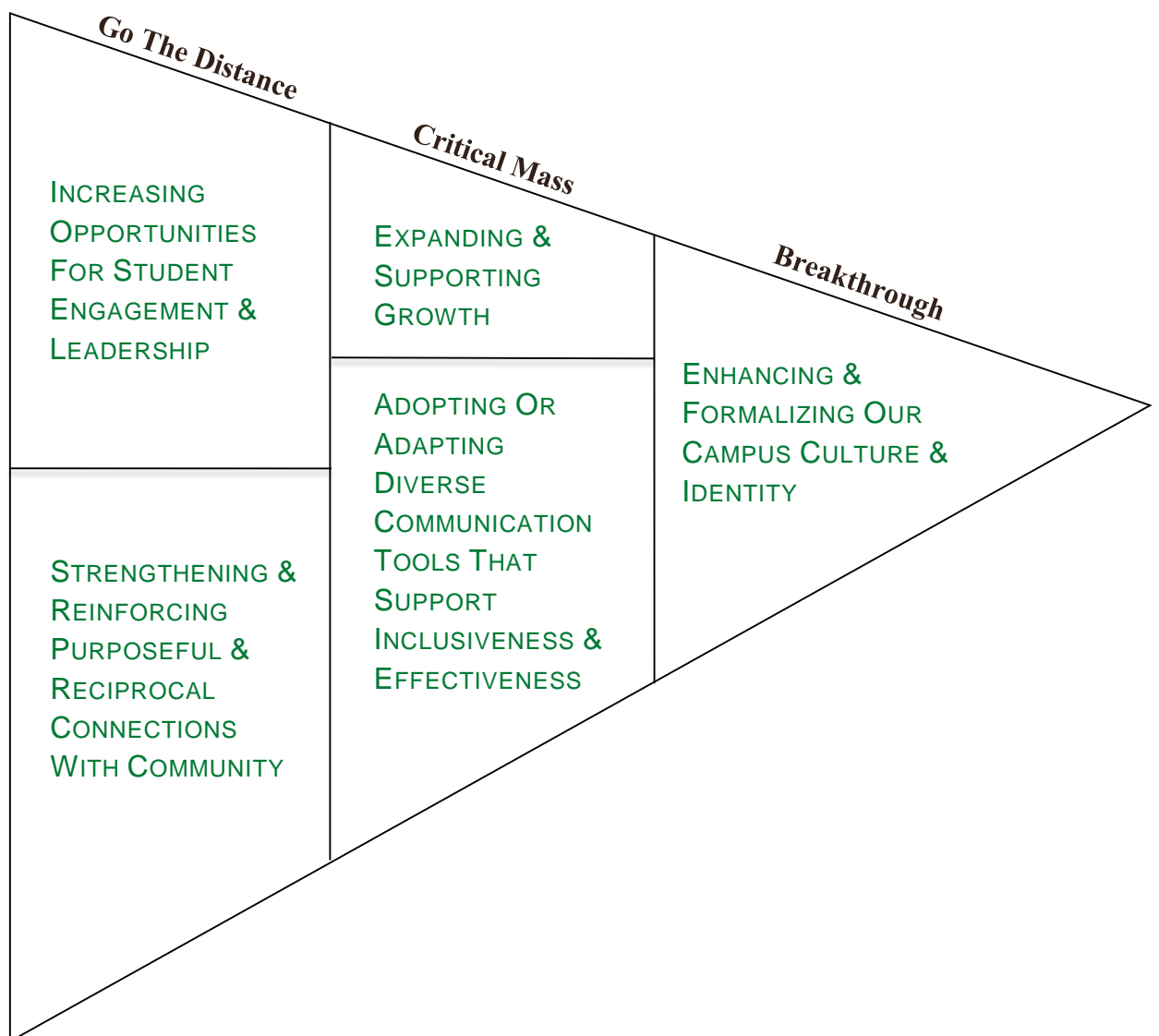
- Promote / publish achievements
- Strengthen Indigenous traditional ways @ SCTC
- Develop one unifying message that all staff and community recognize
- Normalize saying “Yes, and”
- **Define & embrace 7 Grandfather teachings at SCTC**
- Adopt a faculty / staff Indigenous Education program
- Promote team-building activities
- Promote a SCTC retreat
- Establish explicit “Principles of Unity”
- Develop new campus identity: Resilience, pride, community, sense of belonging
- Build a culture of engagement & optimism

Strategic Opportunities

The group was asked to review the five year strategies and determine what the arrangement of the strategies would be if one particular strategy would be at the forefront of creating new opportunities, momentum or involvement in the overall work to achieve the vision of the group. The group acknowledged that ALL of the strategies are significant in the effort to move ahead and arrived at the following arrangement of five- year strategies.

***What 5 Year Strategic Actions Can We Take
That Will Address The Issues and Launch The Vision?***

The front of the arrow represents that effort which creates *breakthrough* opportunity for SCTC; at the center are those which produce *critical mass* in the effort; at the rear are those strategies which create *lift and stability* to assure distance in the trajectory of the work.





Implementation & Next Steps

Achieving meaningful change is a long-term effort that requires the coordinated, persistent involvement of many to launch the work that paves the way for community readiness, asset deployment and collective support and contribution to the process.

In the implementation workshop, all participants are asked to identify what work needs to be done to move each of the strategies ahead as well as identify which piece of the puzzle they will work on to support the whole group's effort. Participants self-selected onto small work teams, and mapped out the timeline of effort they will undertake – individually and together – to build momentum toward achieving their vision of the future.

The timeline calendar lists the major accomplishments of each of the small teams which represent all levels of the College.

This information is supplemented by the planning sheets of the small teams, spelling out who will do what in the first quarter of the calendar year to begin achieving and accumulating small successes that move toward the desired future articulated by the whole group.

The following page provides a guide to all the fields on the implementation sheet, followed by filled-out implementation sheets from the task teams in the strategic planning session. A blank planning sheet is also included to assist small teams in continuing to meet, update small team plans and map out further tasks for implementation.

Implementation Sheet Guide

Accomplishment:
This is the accomplishment listed in the calendar


Implementation Steps:
Step-by-step actions to achieve this accomplishment.

Step: list the specific action that needs to be taken

When: Put a DATE. When will this step be completed. No “ASAP”.

Who: Put a specific person’s name who is responsible for doing this step. *Only put names of people who are on the team.* Anyone outside the team is not aware of the task, not bought in and has not committed responsibility.

If the step needs to be taken by someone outside of the team (e.g. Another department, a community member, etc), then add that person’s name to the “Collaborator” box, and the step here should be “Talk with XXX about doing this step”, and the Who should be whoever’s going to talk to them.

ACCOMPLISHMENT		
1	2	3
4	5	
IMPLEMENTATION STEPS	WHEN	WHO
1		
2		
3		
4		
5		
SPECIAL CONSIDERATIONS	COLLABORATORS	TEAM
RESOURCES NEEDED:		CHAMPION:

Special Considerations:
Factors that might impact the efforts that need to be taken into account. (e.g. holidays, vacation schedules, etc.)

Resources Needed:
Special equipment or resources needed to carry this out.

Collaborators:
People outside of your group that need to be part of this effort. Could be people from another department, or community members, etc. One of the steps should be to reach out to this person and secure their involvement

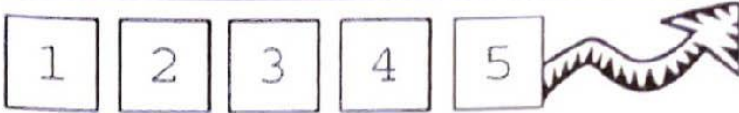
Team:
Those of you on the team that are taking on this effort.

Champion: Choose a Champion from the team, a person who will be the point of contact, and put their name in the bottom section. The champion is not the one responsible for all the work – they are the primary point of contact and reporting to about progress and reports progress to the rest of the team and other stakeholders.

TEAM: External Community Involvement
 STRATEGY

INTENT:
 Strengthening + reinforcing
 purposeful + reciprocal
 connections with community

ACCOMPLISHMENT
 Each employee
 will participate in
 at least one
 community sponsored
 event each year



IMPLEMENTATION STEPS	WHEN	WHO
1 Task force meets with community + campus calendars	9am 10/14 Satn 1	Gladys, Kathy Jackie, Ally
2 Task force creates calendar + sign up lists for events	"	"
3 Email calendar out to all employees	3pm 10/14	Ally
4 Maintain lists + sign ups to track participation	Ongoing M-F 12-4pm	Ally
5 Send out quarterly reminders about participation in events	Jan 10 Apr 11 at 10am Jun 13	Ally

SPECIAL CONSIDERATIONS
 Holidays
 Campus closures
 Employee schedules + busy seasons

COLLABORATORS
 Faculty
 Staff
 Admin

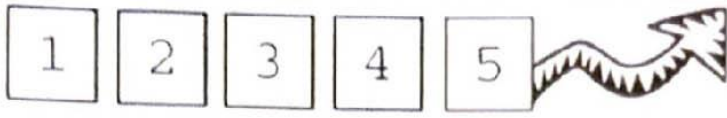
TEAM
 * Ally
 Gladys
 Kathy
 Jackie

RESOURCES NEEDED:
 Schodlogy group
 List of employees - Empower Staff

Team: External Community Involvement
STRATEGY

INTENT:
 Strengthening + reinforcing purposeful + reciprocal connections with community

ACCOMPLISHMENT
 SETC Active participation in 5 community events/ programs yearly



IMPLEMENTATION STEPS	WHEN	WHO
1 Taskforce meets over with community calendar	9am in South 1 10/14	Gladys, Kathy, Jackie + Ally
2 Taskforce coordinates campus + community calendars	"	"
3 Taskforce creates calendar + sign up for community opportunities	"	"
4 Taskforce maintains and tracks sign list of participants + calendar	Ongoing Mondays - Thurs.	Jackie
5 Be Taskforce sets meets bimonthly	Dec. 2nd 9am Feb 3rd South 1	Gladys, Kathy, Jackie, Ally

SPECIAL CONSIDERATIONS
 Tribal Holidays
 Campus closures
 Class schedules
 Weather

COLLABORATORS
 Students
 Faculty
 Admin Staff
 Sandy McCreery
 Tribal Depts.

TEAM
 * Jackie
 * Ally
 Gladys
 Kathy

RESOURCES NEEDED: Staff/Students
 College shirts
 Presentation materials

Team: Internal Community

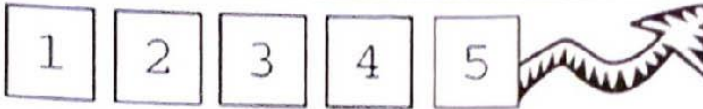
STRATEGY Enhancing + Formalizing Our Campus Culture + Identity.

INTENT:

We will have a working group established + guardrails set up.

ACCOMPLISHMENT

Hold a brainstorming lunch for all staff + students once a week to determine an unifying message



IMPLEMENTATION STEPS

WHEN

WHO

IMPLEMENTATION STEPS	WHEN	WHO
1 Email/invite students, board of Regents, tutors, faculty, staffs informing of Oct. 22 nd	Mon., Oct. 11	Mary
2 We meet on Oct. 13 th at 10:30am in South 1 to come up w/ agenda	Wed. Oct. 13	TEAM
3		
4		
5		

SPECIAL CONSIDERATIONS

- Part of agenda will be to find interested ones to form working group.
- How we want to document.

COLLABORATORS

Gladys - order food

TEAM

Carla
Mary*
Joe
Earle
Jayme

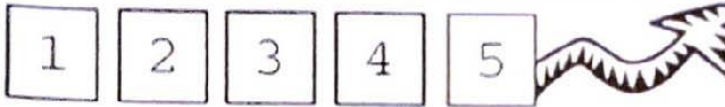
RESOURCES NEEDED:

Food
Space - reserve space

Team: Internal Community
 STRATEGY: Enhancing & Formalizing Our Campus Culture & Identity.

INTENT: What are the principles of Unity.

ACCOMPLISHMENT
 Form a working group to establish principles of unity for all of SCTC.



IMPLEMENTATION STEPS	WHEN	WHO
1 Get list of interested people from Oct. 22 nd mtg.	Oct. 22	Joe
2 Plan a meeting.		Group
3 Draft principles document		Joe & working group
4		
5		

SPECIAL CONSIDERATIONS
 Team should have representation from all stakeholders- faculty, staff, board, students

COLLABORATORS

TEAM
 Carla
 Mary
 Joe *
 Earle
 Jayme

RESOURCES NEEDED:

Team: Capacity

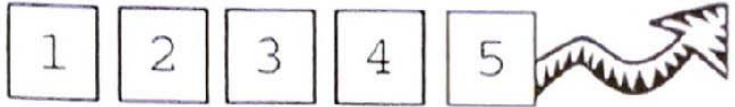
STRATEGY Expanding & Supporting Growth

ACCOMPLISHMENT

Recruiting @
next BOR
meeting

INTENT:

~~Increase~~ ^{Secure} Commitment ~~to~~ from Leadership
to ~~not~~ move the building project
forward.



IMPLEMENTATION STEPS

WHEN

WHO

IMPLEMENTATION STEPS	WHEN	WHO
1 Added to meeting agenda	Oct 19, 2021	glady's
2 Discuss what happened @ strat. plan meeting pertaining to building	↓	Team
3 Gain general support		
4 Discuss preliminary meeting dates		
5 Talk to Chris B. about providing regular updates to BOR		Jenna

SPECIAL CONSIDERATIONS

Christmas Holiday
Quorum

COLLABORATORS

BOR
President
Chris B.

TEAM

* Chris S.
* Jenna Q (co-champion)
Marco A.
Jon M.
Tracy R.

RESOURCES NEEDED:

Request Team present
Quorum

Team: Capacity

STRATEGY

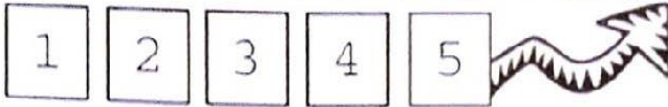
Adopting or Adapting Diverse Communication Tools that Support Inclusive & Effective Communication

INTENT:

Allows for a collaborative support system to promote student success.

ACCOMPLISHMENT

Implement Student Navigate system



IMPLEMENTATION STEPS

WHEN

WHO

IMPLEMENTATION STEPS	WHEN	WHO
1 Contract signed by J. Favis	10/8/2021	Jordan Favis / Chris
2 Kick off mtg	10/20/2021 @ 1:30p	President Sincway / A. Flaugher / Tracy
3 Integrating our systems w/ EAB	pending queue	Marco A.
4 Pay for implementation	10/14/2021	gladys / gena
5 Training for personnel	11/1/2021	Jon M. / Marco

SPECIAL CONSIDERATIONS

Queue time

COLLABORATORS

~~Butt~~
~~President~~
Dean of Students

TEAM

Chris S.
gena @
Marco A.
Jon M.
Tracy R.

RESOURCES NEEDED:

Dean Flaugher

Advisor: Adam Hawiland
 Co-Advisor: Lindsay Drumme

Team: Student Growth

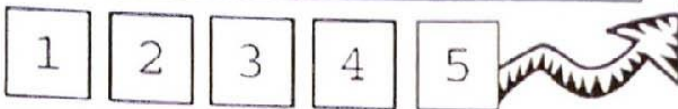
STRATEGY

INTENT:

Increasing opportunities for student engagement and leadership

ACCOMPLISHMENT

Mandatory Student Senate



IMPLEMENTATION STEPS

WHEN

WHO

IMPLEMENTATION STEPS	WHEN	WHO
1 Review By-laws	10/19/21	Amanda
2 Post nomination forms	10/25/21	Amanda
3 Review student nominations	11/1/21	Team
4 Post voting	11/1/21	Amanda
5 Calculate votes / contact students	11/15/21	Team

SPECIAL CONSIDERATIONS

*Need online survey for voting on Schoology

COLLABORATORS

Narco
Kathy

TEAM

Amanda
Adam
Lindsay
Daisy

RESOURCES NEEDED:

Daisy Kostus

Team: Student Growth

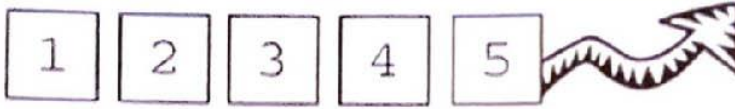
STRATEGY

INTENT:

Increasing opportunities for student engagement and leadership

ACCOMPLISHMENT

Encourage & Students to get involved in campus activities



IMPLEMENTATION STEPS

WHEN

WHO

IMPLEMENTATION STEPS	WHEN	WHO
1 Meet w/ Student Council	11/22/21	Team
2 Identify campus activities	11/22/21	Team
3 Create activities calendar	11/22/21	Team
4		
5		

SPECIAL CONSIDERATIONS

COLLABORATORS

TEAM

Rathny
Kupe

Amanda
Adam
Lindsay
Daisy

RESOURCES NEEDED:

Amanda Haugser

Team: Student Growth

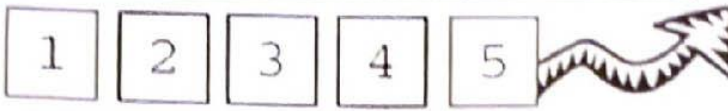
STRATEGY

INTENT:

Increasing opportunities for student engagement and leadership

ACCOMPLISHMENT

Develop relevant career paths



IMPLEMENTATION STEPS

WHEN

WHO

IMPLEMENTATION STEPS	WHEN	WHO
1 Meet with Jayme, Kufe, Ratky	10/19/21	Team
2 Review data	10/29/21	Team
3 Identify career interests	10/29/21	Team
4 Make contacts for college and career day planning	1/1/21	Team
5		

SPECIAL CONSIDERATIONS

COLLABORATORS

TEAM

Jayme
Jackie
Ratky
Kufe

Amanda
Adam
Kmelsey
Daisy

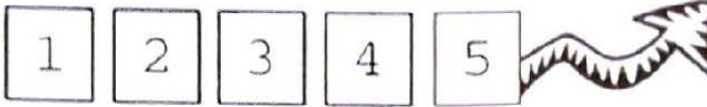
RESOURCES NEEDED:

Team: Partnership

STRATEGY

INTENT: Establish Team & Hold 1st meeting

ACCOMPLISHMENT
" "
Enhancing & formalizing
Rampus Culture &
Identity



IMPLEMENTATION STEPS

	WHEN	WHO
1 Email team players	Now to / By Nov 1st	Lupe , Chris,
2 organize date, time, and place.	Through survey	Chris
3 Create duties & tasks for team players.	By Nov 1st	Everybody
4 Solidify an action plan	At the meeting	Everybody
5		

SPECIAL CONSIDERATIONS
• Schedules
• Bring awareness to help production to build community support

RESOURCES NEEDED:
Space to meet

COLLABORATORS
~~Lee Rafino~~
- Kathy
- Marco
- Gena
- STEAM ORG.

TEAM
Chris
*Lupe
Elsa

Team Partnership

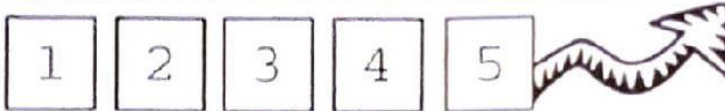
STRATEGY

INTENT:

Create a partnership w/ 7th Gen. Ag. Program

ACCOMPLISHMENT

Strengthening &
Reinforcing
Purposeful & Reciprocal
Connections with
Community



IMPLEMENTATION STEPS

WHEN

WHO

1	Establish first meeting date	OCT 19th	CHRIS
2	Meet w/ 7th Gen.	OCT 26th	CHRIS
3	Write up agreement w/ 7th Gen and SCTC LGO	NOV 22	CHRIS
4			
5			

SPECIAL CONSIDERATIONS

COLLABORATORS

TEAM

7th Gen
Gena
Kathy

*CHRIS
LUPE
ELISA

RESOURCES NEEDED:

ACCOMPLISHMENT



IMPLEMENTATION STEPS

- 1
- 2
- 3
- 4
- 5

WHEN

WHO

SPECIAL CONSIDERATIONS

COLLABORATORS

TEAM

RESOURCES NEEDED:



Implementation Calendar

The group identified five arenas of work and created task teams that they self selected onto. The teams are:

- External Community Involvement
- Internal Community
- Capacity
- Student Growth
- Partnership

In addition to the calendared accomplishments detailed in the following pages, the teams articulated how they will launch their efforts, and how they will acknowledge success and celebrate their achievements.

	External Community Involvement	Internal Community	Capacity	Student Growth	Partnership
Launch	<ul style="list-style-type: none"> • Taskforce meets quarterly to create calendar of community events & programs • Send out calendar & ask for volunteers • Maintain calendar & remind as needed • Coordinate campus events with community calendar 	On Oct 22 nd we will meet for the Zoom convening	Recruiting starts @ next BOR meeting 10/19 @ 6:30pm	Meet on 10/19 @ 3pm in East 6	<ul style="list-style-type: none"> • Establish team (team +): Kathy, STEAM; Marco; Gena; LGO • Hold 1st meeting late Oct or early Nov
Celebrate	End of semester potlucks w/paper plate awards	Document the internal growth with pictures & video & narration	Grand opening of new campus	Student feast	Annual harvest feast

1 Year Implementation Calendar – Saginaw Chippewa Tribal College

Task Team	Q1 – Oct-Dec 2021	Q2 – Jan-Mar 2022	Q3 – Apr-Jun 2022	Q4 – Jul-Sep 2022	Year 2
<p>External Community Involvement</p> <ul style="list-style-type: none"> ✓ Ally ✓ Kathy ✓ Jackie G ✓ Gladys 	<ul style="list-style-type: none"> • SCTC active participation in 5 community events / programs yearly • Each employee (staff & faculty) will participate in at least one community-sponsored event each year beginning '22 	<ul style="list-style-type: none"> • Promote 2 monthly community volunteer opportunities for students to participate in every semester • Attend all community meetings as a team (6 people minimum) • Establish seasonal workshop schedule that showcases aspects of cultural practices 		<ul style="list-style-type: none"> • Pick one activity from the monthly calendar of community events to attend and ask 4 coworkers to help be involved 	<ul style="list-style-type: none"> • SCTC will sponsor or coordinate w/7th Gen, to establish an Annual Harvest Fest (Fall 2023) • Conduct study of needs of Tribal community for SCTC to meet
<p>Internal Community</p> <ul style="list-style-type: none"> ✓ Jayme ✓ Stephanie ✓ Earle ✓ Joseph ✓ Mary ✓ Carla 	<ul style="list-style-type: none"> • Form a working group to establish <i>Principles of Unity</i> for all of SCTC • Hold a brainstorming lunch for all staff & students once a week to determine the SCTC's unifying message 	<ul style="list-style-type: none"> • Define and embrace the 7 Grandfather teachings and how we communicate with all levels of the college every 4 to 6 weeks change the teaching (e.g. Earle's classroom teachings) 	<ul style="list-style-type: none"> • Art & culture for staff @ professional development • Promote the team building activities twice per semester including everyone on the campus 	<ul style="list-style-type: none"> • Implement a two / three day board & staff retreat that facilitates reflection, sharing, planning for as much of SCTC as possible • Mandatory faculty, adjunct & student orientations every semester 	<ul style="list-style-type: none"> • Faculty will establish equitable grading practices, applied campus-wide • Create a targeted communication plan by the end of '22 which establishes timelines & organization of student direct messaging

1 Year Implementation Calendar – Saginaw Chippewa Tribal College (Continued)

Task Team	Q1 – Oct-Dec 2021	Q2 – Jan-Mar 2022	Q3 – Apr-Jun 2022	Q4 – Jul-Sep 2022	Year 2
<p>Capacity</p> <ul style="list-style-type: none"> ✓ Jon ✓ Tracy ✓ Marco ✓ Gena ✓ Chris S 	<ul style="list-style-type: none"> • Acquire student navigate system 	<ul style="list-style-type: none"> • To create or develop a Tribal College app that allows communication between all levels (e.g. class status) over the next year • 100% resource utilization 	<ul style="list-style-type: none"> • New campus renovation 	<ul style="list-style-type: none"> • To overhaul the organization chart to assist the growth of the college within 2 fiscal years 	<ul style="list-style-type: none"> • All of SCTC is housed at the Pickard Building by fall '23 • Submit completed application to HLC for a 4 year NAS degree
<p>Student Growth</p> <ul style="list-style-type: none"> ✓ Lyndsey ✓ Amanda ✓ Daisy ✓ Adam 	<ul style="list-style-type: none"> • Encourage 4 students to get involved in campus activities within the next 4 months • Mandatory Student Senate every semester • Develop relevant career paths 	<ul style="list-style-type: none"> • Reinstate the S.I. program for targeted students and course by Fall '22 • Adapt student holistic approach model for SCTC by Fall '22 	<ul style="list-style-type: none"> • Create a space to decompress and connect to self within this semester 	<ul style="list-style-type: none"> • Establish an annual student engagement conference 2023: student achievement, program information, workshops, poster, grads & alumni • Create paid internship positions for students in the NAS program 	
<p>Partnership</p> <ul style="list-style-type: none"> ✓ Lupe ✓ Elisa ✓ Chris B 	<ul style="list-style-type: none"> • Create a partnership with 7th Generation Agriculture Program • Bring awareness to help production to build community support 	<ul style="list-style-type: none"> • Have STEAM org taking lead in assisting Lupe in furthering cultural activities with all Tribal nations • Write learning / teaching farm into extension grant with opportunities for students to participate (internship) • Create quarterly opportunities to bring culture to campus for students and staff 	<ul style="list-style-type: none"> • Redo extension & equity grants to work closer together 		

Next Steps

- Indigenous Collaboration email final document to Carla & Mary by 10/15/21
- 10/19 Carla will forward Strategic Plan document to regents to approve
- 10/22 @ Professional Development Day, Review SP with everyone. Share where we are with implementation
 - Share Documentation
 - Recruit teammates

Participants, SCTC Strategic Planning October 6-8, 2021

Name	Title / Role	Email
Mary Pelcher	Dean of Academics	
Joseph Fisher II	SCTC Student	
Kathy Hart	STEM Recruiter	
Jonathan Miller	Science Faculty	
George Roy	Native American Studies Faculty	
Jayne Green	Student Success Coach	
Gladys Gates	Administrative Assistant	
Allyson Van Conant	Financial Aid	
Amanda Flaughter	Dean of Students	
Gena Qualls	Dean of Advancement	
Carla Sineway	President	
Tracy Reed	Dean of Research	
Marco Angiolini	Information Technology Manager	
Stephanie Jackson	Adjunct Faculty	
Earle Crosswait	Education Specialist - Math	
Lindsay Drumm	Education Specialist - English	
Jackie Graveratte	Registrar/Admissions	
Jacqi Mandoka	Leadership Intern	
Joanna Cooley	SCTC Student	
Adam Haviland	Native American Studies Faculty	
Elisa Grossman	SCTC Student	
Chris Bundy	Land-Grant Manager	
Chris Sineway	SCTC Board of Regents	
Guadalupe Gonzalez	Extension Coordinator	
Daisy Kostus	Adjunct Faculty	

Facilitators, Indigenous Collaboration, Inc.

Lesley Kabotie	Facilitator	ljkabotie@indcollab.com
Paul Kabotie	Facilitator / Documentation	pkabotie@indcollab.com