

Core Component 1.A: The institution's mission is broadly understood within the institution and guides its operations.

Subcommittee 1: Deana Defoe, Mike Poitra, Keith Brien, Dave Garcia and Quenna Beston

Mission Statement

Turtle Mountain Community College has a clearly worded mission statement that was formally adopted by the Board of Directors in 1972. In 1980 the Board amended the mission by adding vocational education; in 1993 they changed the word Indian to Chippewa and added scholarly research; in 2000 the board amended the mission by adding undergraduate education; and in 2003; they made the most recent amendment by adding continuous improvement of student learning.

Mission Statement:

Turtle Mountain Community College is committed to functioning as an autonomous Indian-controlled college on the Turtle Mountain Chippewa Reservation focusing on general studies, undergraduate education³, vocational education¹, scholarly² research, and continuous improvement of student learning⁸. By creating an academic environment in which the cultural and social heritage of the Turtle Mountain Band of Chippewa is brought to bear throughout the curriculum, the college has established an administration, faculty, and student body exerting leadership within the community and providing service to it.

The mission is published in the policy manual, catalog, student handbook, website, and all major publications of the college. The institutional long-range plan resonates from the mission and goals of the college. The assessment of student learning is directly linked to the institutional mission through learning objectives. Important reports, proposals, events, activities and functions of the college express in writing the connection to the mission. The mission statement guides the functions of Turtle Mountain Community College.

The mission statement specifically addresses the institutional role as an Indian-controlled college. It makes reference to general studies, undergraduate education, research, and continuous improvement of student learning. The responsibility of the college to preserve and promote the cultural heritage of the Turtle Mountain Band of Chippewa throughout the curriculum is clearly stated. Responsibility is placed upon the college for exerting leadership within the community and providing community service.

The overall purpose of the Board of Trustees shall be to advance and promote the mission of the College. The Board of Trustees provides oversight to and appoints the members of

Turtle Mountain Community College Board of Directors. The board of Trustees shall be composed of ten (10) members appointed as follows: six (6) at large members appointed for life by the Tribal Council; two (2) members who are members of the Tribal Council appointed by the Tribal Council, and two (2) members who are students attending the College selected as provided in the student Constitution; all of whose qualifications are set forth in the restated Charter of the College. The overall purpose of the Board of Trustees shall be to advance and promote the mission of the College. The Board of Directors of the College is legally responsible for the day-to-day management of the College. The board also hires staff, providing policy and maintaining appropriate standards for instruction. The Board of Directors consists of five members appointed by the Board of Trustees who serve five-year staggered terms. Each Board of Directors member is a member of the Turtle Mountain Band of Chippewa. The Board of Directors adopted policies that outline the authority and role of the Board of Trustees in the governance of the institution.(Can be found in policy manual page 24 for Board of Trustees information, page 34 for Board of Directors information)

Academic programs, service support services and enrollment profile as related to mission

Turtle Mountain Community College is accredited through the Higher Learning Commission of the North Central Association of Colleges and Schools to confer a Bachelor's Degree in Elementary Education, Bachelor's Degree in Secondary Science, Bachelor's Degree in Early Childhood, Associate of Arts, Associate of Science, Associate of Applied Science, and Certificates. The college catalog explains the program of study and other requirements associated with each degree or certificate.

The College has been awarded Gold and Silver ratings by the North Dakota University System for our General Education Program. The ratings have facilitated the transfer process for graduates from our College as they seek bachelor's degrees from other colleges. As a result, students who transfer to any North Dakota University System college and have fulfilled the General Education Requirements at Turtle Mountain Community College will not have to repeat the General Education Requirements at the transfer institution.

In addition, the College offers shorter-term certificates in specific vocational curricula as well as customized training for employers who desire specific job development skills for their employees. The General Education Program (GED) offers 17 high school equivalency certificates for students who fulfill requirements and pass the certifying tests. When appropriate, students fulfill course and test requirements for national certification. Finally, the Board of Directors has formally authorized the certificates and degrees offered by the institution.

The purpose of the college is to provide access to higher education for tribal members. In addition, Turtle Mountain Community College is formally incorporated in the State of North

Dakota with Articles of Incorporation essentially identical to those comprising the tribal charter. Thus, the college has legal authority to operate on the Turtle Mountain Chippewa Reservation and in the State of North Dakota.

The Higher Learning Commission of the North Central Association of Colleges and Schools approved the college to offer a Bachelor's Degree in Elementary Education in April 2000. The North Dakota Education Standards and Practices Board approved TMCC's Elementary Education Program to recommend students for a state teaching license. The Higher Learning Commission has also approved the college to offer Associate of Arts, Associate of Science, Associate of Applied Science, and certificate programs (Refer to Policy manual within the NCA handouts section in Jenzabar)

Planning and budgeting priorities as related to mission

In November of 1972, the Turtle Mountain Band of Chippewa chartered the Turtle Mountain Community College with the expressed purpose of developing a comprehensive higher education service for the reservation. As a result, the need for establishing a tribally controlled community college on the Turtle Mountain Chippewa reservation clearly rests with the decision of the Chippewa people acting through their tribal government. Through the mission and goals, the College explicitly outlines its educational commitment to the reservation community and the Turtle Mountain Chippewa people.

Within the College, the institutional organization chart outlines the leadership and decision-making process for the college boards, president, administration, staff and faculty. See following organization chart

This structure is based foremost on the college mission to establish an administration, faculty and student body involved with exerting leadership within the community and providing service to it. Leadership within the college emanates directly from the college president who is responsible for guiding the institutional operations and development. In turn, the president is responsible to two institutional boards– the Board of Trustees and Board of Directors.

This two tier governance structure shares the legal responsibility for protecting the integrity of the institution. Turtle Mountain Community College's governing boards include volunteers representing the public interest of the tribe. As such, its charter requires all-Indian boards. The Board of Trustees perform a legitimating function insuring that the overall mission of the institution remains in alignment with the charter and buffering the College from tribal politics. Trustee membership incorporates representation from The Tribal Council, employees of tribal programs, business and industry, students, and representatives of non-tribal service agencies. The Tribal Council appoints the Board of Trustee membership. In turn, the Board of Trustees selects five Directors based upon

submittal of petitions signed by at least fifteen tribal members who favor the prospective Directors' service on the Board.

The Board of Directors is charged with hiring the college president and the establishment of policies for the governance of the college with the Trustees serving as advisors to the Directors. With the TMCC Mission and Goals as the guiding principle, all institutional decision-making processes are expressed. Managerial decision-making processes involving faculty, students and/or college operations are detailed within the policy manual. This structure allows the College to hire and support a college faculty and administration, while keeping tribal politics on campus at a minimum.

Core component 1-B: The mission is articulated publicly.

Les LaFountain, Cece Myerion, Todd Poitra, Joni Lafontaine, Marsha Belgarde

The Turtle Mountain Community College (TMCC) mission is articulated publicly through various activities including numerous college documents such as the [Policy Manual](#), [College Catalog](#), [Student and Staff handbooks](#). Reminders of the mission and goals are reinforced through [college newsletters and brochures](#), [the Presidents weekly edition](#), [an All Users events calendar](#), the college website (<http://www.tm.edu/about/miss.asp>), [staff reports](#), [as well as other documents](#) created by staff and faculty. These publications are evidence of the staff and faculty understanding of their responsibility to carry out the mission of the college.

TMCC continually seeks out opportunities to inform the public of its mission and goals. The college has accomplished this through various electronic and written publications which clearly articulate the mission and goals of institution. In addition, individual program directors use the local newspapers ([Turtle Mountain Star](#) and [Turtle Mountain Times](#)) and the local radio station ([KEYA](#)) to inform the public of the college's mission and to seek community input and involvement in the college's educational endeavors.

Students are initially informed of the college mission and goals during [orientation and registration](#). The annual publicized "[Students Right to Know](#)" policy includes a section on the mission and goals. [Posters](#) are displayed throughout the college campus and in all classrooms articulating the mission.

The Turtle Mountain Band of Chippewa is reminded of the college's commitment to its purpose through the many community services and programs it provides. These services and programs include but are not limited to: [Vocational Education](#), [Vocational Rehabilitation Project](#), [Student Support Services Program](#), [Project Choice](#), [Entrepreneur Program](#), [Customize Training](#), [Guidance Counseling Services](#), [Financial Aid Literacy](#)

Workshops, College Awareness Day, GED services, [Zhaawbii Program](#), Career & Placement Center, Anishinabe Learning Cultural and Wellness Center, Cultural Club, The Foundation, AISES(American Indian Science Engineering Society), Native American Gardening (Elders Gardening Project), Food Preservation Program, and Service Learning Opportunities.

TMCC provides a public library with internet access, an interactive video network where state –wide meetings are open to the community, financial support to local tribal radio stations, and an **annual Red Road workshop** for community sobriety. The college also provides facilities that are open to the public, for use of classrooms, auditorium, gymnasium and its beautiful walking track. The college sponsors the **Day of the Young Child, Ojibwa Language Immersion Camp, Annual Pow-Wows**. The college cooperates with other community entities to co sponsor events such as **Family Week, political forums, K-12 initiatives, community education programs, faculty, and student leadership projects**.

Component 1-C: The Institution understands the relationship between its Mission and society's diversity

Laisee Allery, Sandi LaRocque, Donna Thomas, Dave Ripley, Shirley Morin, Debbie Peltier

The Turtle Mountain Community College (TMCC) is committed to **Criterion – Core Component 1-C: The Institution understands the relationship between its Mission and society's diversity** as exemplified on a daily basis throughout the college. This unified expression guides the institution and further qualifies CRITERION ONE; MISSION by affirming that “The institution’s mission is clear and articulated publically”. In the spirit of multiculturalism and good conscience the college implemented the following initiatives over the past forty (40) years.

The preliminary focus of diversity began with -- our own Turtle Mountain Band of Chippewa multiculturalism – the schism of our own rich Ojibwa and Mitchif cultures and languages. *Initiative one – Active Language Preservation* has been maintained in light of the fact that the Turtle Mountain Chippewa Reservation has a complex and diverse language background. The College has maintained both the Ojibwa and Mitchif (Chippewa-Cree) languages through curricula developed and cultural archival. It was Turtle Mountain Community College that originally recruited community elders who speak Chippewa-Cree for the purpose of developing a dictionary, a Chippewa-Cree curriculum as well as a community outreach program. (See the College course catalog descriptions, history of dictionary development and the dictionary itself). Through the efforts of the TMCC administration, faculty and staff, the college has kept the curricula for the Chippewa-Cree language to pass down to generation to come. Thousands of Community members have taken the college Chippewa-Cree language courses. **Need to say something about the Ojibwa language preservation.**

This past year the college renewed our commitment to preserving our languages by establishing weekly language preservation classes for the faculty, staff, boards, students and the community. The college created a new spirit of active language curriculum using new and fresh instructional technology. Through an Administration for Native Americans (ANA) grant, the TMCC-ANA grant director hired community elders who were fluent in either Chippewa-Cree or Ojibwa languages to assist the class instruction. Their contribution greatly refreshed and bolstered this unparalleled language renewal effort. Since then many of these elders have proudly proclaimed how impressed they were to be involved in the beginning development of this initiative and the college's current full, vibrant language immersion efforts. (A copy of the ANA grant, resumes' of staff/faculty, curricula, teaching materials and photos of the weekly classes are available.) All community language resource elders and the college's native language instructors are available for the NCA Focus interviews. As a result, many faculty, staff students and visitors can be heard greeting and using one of the languages in the college hallways and in the community. This college initiative has also spawned active ongoing community involvement for language ownership and responsibility demonstrated by workshops/training held for community members and TMCC academic credit. (Joe Parisian, Ed Johnson, Rita Langer, Therese Parisian, etc. – see attached course description.)

Initiative Two – Active Cultural Preservation – It was TMCC who actively created and implemented ongoing sensitivity and respect for both the traditional Ojibwa and Mitchif cultures by creating academic courses. (See course description of the development of the two cultures in the college catalog.) This curriculum was borne out of the development of courses spanning the past forty (40) years. Although there were a lot of trial and errors, tweaking and excitement during the initial curriculum development stages, the result were the following courses: The History of the Turtle Mountain Band of Chippewa; Mitchif History, Traditional Dance; Pow-wow Development; Traditional Drumming of the Plains Ojibwa; Brain Hide Tanning: Maple Camp; Ojibwa Language I & II; Chippewa-Cree Language I and II; Turtle Mountain Jigging/Red River Jigging; the Red Road to Sobriety workshop, etc. (See TMCC Catalog). As a result of developing and teaching these courses, the TMCC Mission and our own diversity are addressed. TMCC has kept alive both traditions through eight generations of TMCC students. They in-turn have taken their knowledge back to the community for their children, grandchildren and great grandchildren. Accordingly, the essence of our existence as a diverse population on the Turtle Mountain Chippewa Reservation is celebrated generationally. In short, by TMCC acknowledging ITS OWN DIVERSITY, it has lent credence to an open-mind for other non-native cultures. The current college Native American Studies program continues this legacy on a daily basis as demonstrated on the www.tm.edu website; today's Native Wisdom and events.

In addition, TMCC is developing a “Knowledge Day”. This full day of insight for the TMCC staff and community will address why we came to live here on this reservation. The day will review the actual laws and treaties that created this reservation and established our sovereignty. It will cover legal mandates that allowed the beginning of sovereignty and what it means; it will address tribal self-determination; and the higher education process that led to the TMCC Charter of Incorporation in 1972 (see attachment). Indian educational laws and rights as it relates to higher education and the TMCC Mission will be discussed by panel of individuals who are authorities on this subject.

Do we want to discuss our on-line endeavors as that requires additional accreditation that we have to apply for?

Initiative Three – Our Seven Teachings are openly and magnificently displayed throughout the TMCC campuses. The front circular entrance display at the main campus proudly announces to all visitors who we are through the Seven Teachings. We honor all other Indian tribes as our brothers and sisters and have a proud long-standing association with American Indian Higher Education Consortium (AIHEC) – being one of the original five grassroots Indian Community Colleges. Getting the Indian Community College Act (ICCA) passed by Congress was accomplished only by our founders working jointly with other tribes with the same educational vision (See attachment). We also honor and respect all other cultures by having events that celebrate Black History Month, Cinco Di Mayo and the Holocaust experience (See attachment). We have accepted and honored all non-Indians since the day the college first opened its doors. TMCC was one of the North Dakota Indian Community Colleges’ that initiated the passage of H.B. 1395. The law pays for overhead costs of non-Indian students enrolled at TMCC. It took decades of hard work, negotiation, politicizing and many trips to Bismarck, the capital of North Dakota, in order for this bill to become law.

Initiative Four – Starvation Monument recognizes one of the major trials the Turtle Mountain people suffered through and endured. (Tell the story of our people’s winter starvation and the many deaths that was a result of government policy.) This was first studied and followed through by concerned TMCC staff and administration. In our 40th Anniversary theme “Honoring our Past, Preparing our Future” it is especially important to know that we as a people may have all starved to death during that era in history. That we are here is a miracle within itself. The TMCC has proudly taken ownership of the responsibility to memorialize those tragic days. Mr. Charles White Weasel’s wrote of this atrocity in tribute to his relatives within a compendium of writings in ‘Old Wild Rice’ that depicted the life of one of our great Chiefs. Today, the ‘Starvation Memorial’ is respectfully placed in the front of the main campus entrance; this is most appropriate and humbling.

Core component 1D: The institution's mission demonstrates commitment to the public good.

Committee Members: Melanie Martin, Holly Cahill, Donald Plant

In accordance with the Mission and Goals, the TMCC constituencies consist of the college students, staff and tribal members. The students' understanding of the Mission and Goals is best reflected within the documentation of the assessment of academic achievement. This can be found on the TMCC website under the NCA Accreditation tab. Particular areas of interest within this document include programs of study at TMCC.

The staff understanding of the mission and goals is evident in the publication of the mission and goals in all documents used in carrying out the roles of staff members.

The activities undertaken by the staff are narrated in college documents such as the Policy Manual, College Catalog, and TMCC website. Reminders of these relationships of the mission and goals are reinforced through the college web site, staff reports, department procedure manuals as well as other documents created by the staff. These publications are evidence of the staffs understanding of their responsibility for carrying out the mission and goals of the College. Evidence of the mission and goals are also documented throughout the college as evidenced by the various postings of the 7 Teachings – posters throughout the building and on the pillars outside the entrance of the college, along with the postings of the college's Mission and Goals throughout the campuses.

The Turtle Mountain Band of Chippewa is reminded of the College's commitment to its purpose through the many community services and programs it provides. These services and programs include but are not limited to: Vocational Education, Vocational Rehabilitation Project, Adult & Continuing Ed, Entrepreneur Program, Customized Training, GED Services, Zhaawbii Learning Center, Project CHOICE, Regional Substance Abuse Prevention (RSAP) Project, Anishinabe Culture and Wellness Center, Native American Gardening (Elders Gardening Project), Certified Master Gardener Program, Maximizing Family Resources through Gardening, Food Preservation Program, Tree and Shrub workshop, US Department of Agriculture Equity Project, ACT testing, College Awareness Day, Turtle Mountain Chippewa Small Business Expo, Agricultural Awareness Day, Diabetes Awareness Day, Arrowhead Printing, a public library with internet access, which also includes access to the virtual library, an interactive video network where state-wide meetings are open to the community, a GIS/GPS training lab, financial support to the local tribal radio station, and an annual Red Road workshop for community sobriety.

The College also provides facilities that are open to the public, for use of classrooms and the gymnasium with its walking track. The College sponsors the Community Wellness Conference, Day of the Young Child, Ojibwa Language Immersion Camp, and Annual Pow-wows. The College cooperates with other community entities to co-sponsor events such as Family Week, political forums, K-12 initiatives (such as Upward Bound, Academic

Readiness and Project Nature), community education programs, faculty, and student leadership projects. We have faculty who assist with research for the tribe and state, efforts to keep the public informed of its institutional and educational goals through documents such as the catalog and program brochures.

TMCC also sees the need to plan for the future as a priority and has taken the initiative to partner with MasterKey to begin the Organizing for Success project. They are also partnered with In10sity to update the current college logo, as well as develop logos for athletics, alumni and the foundation, and updating the website.

TMCC continually seeks out avenues to inform the public of its institutional mission and educational goals. The college has accomplished this through publication of the mission and goals in the college catalog and numerous brochures pertinent to present programs of study and special projects. In addition, program promotion uses the local newspapers, KEYA the local radio station and, with interviews and Public Service Announcements. The college website, www.tm.edu, is maintained by a fulltime Webmaster. The college also informs the public during the Annual College Awareness Day, as well as Career Days at local schools. Upon entering the college medicine wheel area, all visitors are immediately greeted by the TMCC Mission and Goals.

Students are initially informed of the college mission and goals during orientation and registration. The annual publicized Students Right to Know includes a section on mission and goals. Posters are displayed throughout both college campuses and in all classrooms. Staff and faculty are also informed of the mission and goals during orientation.