TMCC Boards, staff and faculty members, where appropriate, students become involved in situations where their loyalties may be divided or where their personal interest may conflict with their duty. This policy sets a general standard to govern conduct when such situations arise.

7.0010 Application:

This policy applies to all staff, faculty and Board members, where appropriate, students and any other person representing the college. Hereafter referred as “employee or representative of TMCC”.

7.0020 Defined

.01 A conflict of interest exists where an employee or representative of TMCC owes a duty of loyalty to the College, which is or can be compromised, directly or indirectly, by the pursuit of a member's personal interests.

.02 Conflict of interest exist if an employee or representative of TMCC’s position or authority may be used to influence or make decisions, or have the appearance of influence, that lead to any form of financial or personal gain for that employee or representative of TMCC for his or her family. The bias can affect collection, analysis, and interpretation of data, hiring of staff, and procurement of materials.

.03 A conflict of interest is material if a person would take it into account in making a decision. Only material conflicts of interest are within the scope of this policy.

.04 Generally, a conflict of interest occurs when an employee or representative of TMCC either

a. Has an existing or potential financial or other interest which impairs, or might appear to impair, the employee or representative of TMCC’s independent judgment in the discharge of responsibilities to the College or

b. May receive a material financial or other benefit from knowledge or information confidential to the College.

.05 An employee or representative of TMCC shall be considered as having a personal interest, not only if he/she has a direct personal interest, but also if there will be benefit to a member of their immediate family (spouse, brother, sister, mother-in-law, father-in-law, children including step children, grandparents, grandchildren) or to any business enterprise in which the employee or representative of TMCC has a substantial interest or to any business enterprise in which any member of his/her family has a substantial interest or to any business enterprise in which he/she or a family member serves as a Board of Director, trustee or officer.

.06 A conflict of interest arises from the situation, rather than from the character, or even the actions, of the individual. Thus, when an employee or representative of TMCC has a financial interest at variance with his/her duty to the College, a conflict of interest will exist, even if the employee or representative of TMCC acts without regard to his/her financial interest.

.07 Employee or representative of TMCCs should conduct their affairs so as to avoid or minimize conflicts of interest and must respond appropriately when a conflict of interest arise. Any employee or representative of TMCC who has a question as to whether a situation will give rise to a conflict of interest is urged to discuss the matter promptly with the President, the Vice President, or Comptroller.

.08 Financial Interest – any relationship, including a consulting relationship, entered into by the employee or representative of TMCC or his or her family other than employment by the college, which could result in financial gain for the employee or representative of TMCC or his/her family.
.09 It is the policy of the college that its officers, faculty, staff and others acting on its behalf have the obligation to avoid ethical, legal, financial, or other conflicts of interest and to ensure that their activities and interest do not conflict with their obligation to the college or to its welfare.

7.0030 Types of Conflict:

.01 Personal gain from college position

(a) An employee or representative of TMCC may not use or attempt to use, in a manner contrary to the interest of the college, his or her position or college property or services, to gain or attempt to gain anything for the private benefit of the employee or representative of TMCC.

(b) An employee or representative of TMCC shall not use confidential information acquired in connection with college related activities for personal gain or for other unauthorized purposes.

.02 Contracting and Leasing

(a) An employee or representative of TMCC may not enter into any contract or lease with the college, if the employee or representative of TMCC is in a position to approve or influence, in his or her official capacity, the college’s decision to enter into the contract or lease, unless such contract is deemed in the best interest of the college and has the approval of the Vice-President and President.

(b) If the employee or representative of TMCC is not in a position to approve or influence the college’s decision, the employee or representative of TMCC may enter into a contract or lease, provided the employee or representative of TMCC makes prior written disclosure of the nature and extent of any relationship to the Vice-President and President and obtains written approval. The Vice-President and President shall approve an employee or representative of TMCC’s interest in a lease or contract unless the Vice-President and President determines that the employee or representative of TMCC’s personal interest in the agreement will conflict substantially and materially with the employee or representative of TMCC’s discharge of his or her college responsibilities.

(c) An employee or representative of TMCC may not contract with the college to provide a service which is the same as or similar to the service that the employee or representative of TMCC provides as a college employee or representative of TMCC. Such services may be provided only as a college employee or representative of TMCC in the course of college employment.

From the standpoint of compliance, I think this policy has the potential to create a serious situation for the college as an example. If TMCC pays an individual as an instructor and then provides a separate contract for an overload does this contract compensate the employee for the same service for which the individual is already being paid. Depending on who is interpreting the legality of this policy, I think we could be in a situation where we might have to repay separate contracts when the service is the same as their full time job.

7.0040 All employed by the College must adhere to the following regarding conflict of interest

(a) Employees or representative of TMCC shall disclose to the President, Vice President or Comptroller of the College any potential conflict of interest of which they are aware related to the purchase of equipment, materials, goods and services prior to the execution of the purchase request. Written disclosure must accompany the requisition.

(b) Except in very unusual circumstances, the College will not purchase equipment, materials, goods, and services from an employee or representative of TMCC, a member of an employee or representative of TMCC’s immediate family, or from a business in which an employee or
4.7.0000 Conflict of Interest Policy

TMCC Boards, staff and faculty members, where appropriate, students become involved in situations where their loyalties may be divided or where their personal interest may conflict with their duty. This policy sets a general standard to govern conduct when such situations arise.

7.0010 Application:

This policy applies to all staff, faculty and Board members, where appropriate, students and any other person representing the College. Hereafter referred to as "employee or representative of TMCC".

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.08 Financial Interest — any relationship, including a consulting relationship, entered into by the employee or representative of TMCC or his or her family other than employment by the college, which could result in financial gain for the employee or representative of TMCC or his/her family.
representative of TMCC or a member of the employee or representative of TMCC’s immediate family has an ownership interest of 10 percent or more. If an exception is necessary, the requester of the purchase must provide a written disclosure of the transaction of its budget executive and the written disclosure must accompany the requisition.

7.0050 There exists between TMCC and its board, officers, and management employee or representative of TMCCs and the public a fiduciary duty. The board, officers, and management employee or representative of TMCCs have the responsibility of administering the affairs of TMCC honestly and prudently, and of exercising their best care, skill and judgment for TMCC. Those people should exercise the utmost good faith in all transactions involved in their duties, and they should not use their positions with TMCC or knowledge gained from them for their personal benefit. The interest of TMCC must be the first priority in all decisions and actions. The purpose is to protect the impartiality and neutrality of TMCC. Every Board member, staff and faculty member is expected to read these policies carefully and to think about how they might apply to his or her duties.

7.0051 Examples:

The following are examples of conflict of interest situations that may arise in the College context. The situations enumerated are illustrative only and not exhaustive:

  a. Employment, supervision, or evaluation:

     No employee or representative of TMCC will participate in the appointment, employment, promotion, supervision, or evaluation of members of their family (as defined the nepotism policy in the personnel section) or a person to whom they owe a personal or legal obligation.

  b. Acquisition and disposition of assets:

     No employee or representative of TMCC will influence, participate in or authorize the acquisition or disposition by the College of any asset, including supplies or services from or to an enterprise in which he/she has a financial or other interest.

  c. Participation in organizations doing business with the College:

     No employee or representative of TMCC may influence the decisions of an external enterprise doing business with the College, whether or not for profit, as it relates to the College in general and to the member's activities at the College specifically.
Comment #3

A verbal comment about our local culture being that an extended family member could be as close as a Mother, Brother, Child, etc. and therefore the employee in that situation should use his ethics and judgment to remove himself from the situation/hiring committee or whatever the situation is that the employee has influence over the decision.
Contributors

President TMCC, Dr. James Davis
Vice President TMCC, Kellie Hall

TMCC Administrative Council:
Dean of Academics, Larry Henry
Dean of Student Services, Anita Frederick
Comptroller, Tracy Azure
Director Information Technology, Chad Davis
Director Human Resources, Holly Cahill
Director Foundation, Deanna Defoe
Director Career & Technical Education, Sheila Trottier
Director of Financial Aid, Wanda Laducer
Anishinabe Site Director, Mark Hamley
Adult & Continuing Education Director, Sandi LaRocque
Facilities Manager, Wes Davis
TMCC Staff Representative, Mica Belgarde
TMCC Faculty Representative, Rhonda Gustafson
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1 Executive Summary

The rapid changes in student learning demands, demographics, and community economic opportunities, such as a result of the significant spike in oil related business in the Bakken/Three Forks Formation within North Dakota, led Turtle Mountain Community College (TMCC) administrative team to embark on a holistic self assessment. The college pursued a comprehensive organizational assessment, strategy development, and organization design for its strategic repositioning to improve its instructional effectiveness and responsiveness under the overarching theme of Organizing for Success.

As part of its strategic planning process, the college conducted a deep investigation of its internal core competencies and functional capabilities, as well as, its ability to respond to external threats and opportunities, as an educational institution. The entire process engaged all members of the Administrative Council along with other faculty and staff across functional areas. Primary outcomes of the internal and external analyses were the formulation of a new strategic direction, long term goals, action plans for goal achievement, and metrics for performance measurement. Additionally, the college established a new organization structure design to facilitate its functional execution of the strategic direction for the long term.

The theme of Organizing for Success was used not only to brand the college’s strategic repositioning initiative, but also to facilitate the focus of communications to all employees and stakeholders, as progress with strategy execution. As the pace of change becomes increasingly complex, TMCC will be at the forefront of instituting any changes necessary to create the best opportunities for its tribal community and region.

TMCC will endeavor to provide future growth and stay responsive to dynamic student learning demands by executing its strategic goals. The action plans reflect the commitment by all college employees to share their strengths by creating the future of TMCC through building internal capacity for sustainable, long term success.

1.1 Mission Statement

TMCC is committed to functioning as an autonomous Indian controlled college on the Turtle Mountain Chippewa Reservation focusing on general studies, undergraduate education, Career & Technical Education, scholarly research, and continuous improvement of student learning. 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 establishes an administration, faculty, and student body exerting leadership in the community and providing service to it.

1.2 Philosophy

TMCC is a tribal community college with obligations of direct community service to the Turtle Mountain Band of Chippewa Indians. Under this unifying principle the college seeks to maintain, seek out and provide comprehensive higher education services in fields needed for true Indian self-determination.
THE SEVEN TEACHINGS OF THE ANISHINABE PEOPLE

The philosophical foundation of the college is embedded in the system of values that stem from the heritage and culture of the Anishinabe people and expressed in the Seven Teachings of the Tribe:

1. To cherish knowledge is to know WISDOM.
2. To know love is to know PEACE.
3. To honor Creation is to have RESPECT.
4. BRAVERY is to face the foe with integrity.
5. HONESTY in facing a situation is to be honorable.
6. HUMILITY is to know yourself as a sacred part of the Creation.
7. TRUTH is to know all of these things.

1.3 Institutional Goals

The college maintains steadfast to some institutional goals that serve as foundational guidance to all operational and academic decisions.

1. Provides a learning environment stressing the application of academic concepts to concrete problems
2. Promotes academic preparation for learning as a life-long process of discovery of knowledge embedded in the intellectual disciplines and the traditions of the Tribe
3. Encourages in and out of class opportunities to discover the nature of Indian society, its history, variation, current and future patterns, needs, and to serve as a contributing member toward its maintenance and betterment
4. Offers a curriculum wherein Indian tribal studies are an integral part of all courses offered as well as history, values, methods, and culture of the Western society
5. Administers continuous assessment of institutional programs and student academic achievement for the purpose of continuous improvement of student learning
6. Awarding Baccalaureate, Associate of Arts, Associate of Science, Associate of Applied Science degrees and certificate programs of study
7. Promotes cooperation with locally Indian-owned businesses and stimulation of economic development for the service area
8. Maintains continued independent accreditation
9. Promotes community service and leadership

Source: TMCC
2 Strategic Planning Process

The strategic planning process commenced with an in-depth data gathering and research effort. The compilation of historical and current statistics and information helped shape the analyses of internal and external factors impacting the college and yielded a comprehensive baseline of its current state. Internal factors include human capital, tangible assets, intangible assets, culture, etc., and external factors include economics, demographics, competitive market, etc. The baseline combined with the results from the analyses on the external environment, competitive forces and internal factors facilitated discussions that were conducted to reach consensus on: internal strengths, core competencies, and capabilities that could be leveraged; critical weaknesses that present greatest risk; and external forces that directly impact TMCC.

Based on determinations derived from the assessment of strengths, weaknesses, opportunities and threats, strategic visioning sessions were conducted to identify the top priority goals TMCC would pursue. Prior to the commencement of the visioning sessions, a careful review of TMCC’s mission, philosophy, and institutional goals was conducted to ensure continued commitment to organizational principles before embarking on a new strategic direction. Upon solidifying the strategic goals a careful analysis of organizational gaps was conducted to better discern TMCC’s organizational capacity, capability, and overall state of readiness to execute towards goal attainment. A crosswalk against the prior strategic plan goals was also conducted to identify need for goal continuity or alignment to new strategic direction. For each long term goal a macro level action plan was developed along with a key measure that would signify successful goal attainment at some future time horizon.

Figure 1: Turtle Mountain Community College

"The Spirit Within Us" defines our approach to interactions with students, faculty, staff, and the community. We are extremely proud of what we’ve accomplished as a tribally-controlled and accredited college. Over the last 35 years we have primarily served the educational needs of the Turtle Mountain Band of Chippewa Indians; however, at this point in our history we are open to any person that has a desire to pursue higher education.
2.1 Strategic Goals & Key Metrics

**Figure 2: Goals and Metrics**

<table>
<thead>
<tr>
<th>Organizing for Institutional Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Metric: Achieve strategic goals within 2 to 5 year time horizon at budget</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Establish academic progress measures that provide students with personal progress indicators and guide the instructional process</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Metric: All TMCC graduates are Career Ready or 4 Year College Ready</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Establish sustainable revenue streams</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Metric: TMCC increases the ratio of federal to non-federal funds from 98:2% to 80:20% in ten years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Increase student enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Metric: Achieve enrollment increase of 1.5% per year</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Establish languages revitalization and preservation program</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Metric: All TMCC graduates attain Level 1 basic language proficiency of at least one main tribal language</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Articulate TMCC's commitment to being Green</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Metric: Achieve recognition of high compliance against Green standards of conservation</td>
</tr>
</tbody>
</table>

*Source: TMCC*
### 2.2 Strategic Goal Action Plans

#### Goal 1: Organizing for institutional success

<table>
<thead>
<tr>
<th>Major Action</th>
<th>Led By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish functional organization structure that enables coordination of workflow resources and specialization towards strengthening of core capabilities.</td>
<td>President &amp; Vice President</td>
</tr>
<tr>
<td>Establish TMCC policies, procedures, processes, and work practices in alignment with new functional organization structure.</td>
<td>President &amp; Vice President</td>
</tr>
<tr>
<td>Establish an internally equitable compensation program that provides basis for future pay scale administration and alignment with new structure.</td>
<td>President &amp; Vice President</td>
</tr>
<tr>
<td>Establish organizationally transparent Budgeting process with functional unit head accountability.</td>
<td>President &amp; Vice President</td>
</tr>
<tr>
<td>Establish formalized functional unit plans for major functional areas.</td>
<td>President &amp; Vice President</td>
</tr>
<tr>
<td>Establish annual strategic planning cycle that incorporates review of all functional plans for directional realignment and goal setting.</td>
<td>President &amp; Vice President</td>
</tr>
<tr>
<td>Establish strategic goals monitoring system and review cycle.</td>
<td>President &amp; Vice President</td>
</tr>
<tr>
<td>Establish human resources performance management system and annual review cycle.</td>
<td>President &amp; Vice President</td>
</tr>
</tbody>
</table>

#### Goal 2: Establish academic progress measures that provide students with personal progress indicators and guide the instructional process

<table>
<thead>
<tr>
<th>Major Action</th>
<th>Led By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct a baseline analysis of TMCC's current program and course level assessment processes. Conduct a baseline analysis of TMCC's current student assessment process.</td>
<td>Dean of Academics, Faculty</td>
</tr>
<tr>
<td>Update/Revision of the current Faculty Academic Assessment Manual.</td>
<td>Dean of Academics, Faculty</td>
</tr>
<tr>
<td>Research, analyze and articulate three types of alternative methods of quantitative assessment that will provide for direct and indirect measures of student learning.</td>
<td>Dean of Academics, Faculty</td>
</tr>
<tr>
<td>Formulate a revised assessment plan based on the research, analysis and recommendations reported.</td>
<td>Dean of Academics, Faculty</td>
</tr>
<tr>
<td>Implement recommended/revised academic assessment plan.</td>
<td>Dean of Academics, Faculty</td>
</tr>
</tbody>
</table>
### Goal 3: Establish sustainable revenue streams

<table>
<thead>
<tr>
<th>Major Action</th>
<th>Led By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business restructure of Arrowhead Print Shop.</td>
<td>President, Comptroller</td>
</tr>
<tr>
<td>Develop a business plan and business model for the TMCC Cafeteria.</td>
<td>President, Comptroller</td>
</tr>
<tr>
<td>Advocate for $8,000 per ISC FTE from the BIE.</td>
<td>President, Comptroller</td>
</tr>
<tr>
<td>Review and update TMCC’s Investment Plan.</td>
<td>President, Comptroller, TMCC Investment Committee</td>
</tr>
<tr>
<td>Establish the TMCC Foundation as a nonprofit charitable organization tasked with the development and execution of a revenue source plan.</td>
<td>President, Foundation Director</td>
</tr>
<tr>
<td>Develop and disseminate a foundation grant-seeking toolkit for staff and faculty.</td>
<td>Foundation Director</td>
</tr>
<tr>
<td>Develop and disseminate policies and procedures for external foundation grant seeking by staff and faculty.</td>
<td>Foundation Director</td>
</tr>
</tbody>
</table>

### Goal 4: Increase student enrollment

<table>
<thead>
<tr>
<th>Major Action</th>
<th>Led By</th>
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<tbody>
<tr>
<td>Develop an enrollment management vision statement consistent with TMCC’s mission statement.</td>
<td>Dean of Student Services</td>
</tr>
<tr>
<td>Increase Student Recruitment and enrollment.</td>
<td>Dean of Student Services</td>
</tr>
<tr>
<td>Increase student retention and graduation rates.</td>
<td>Dean of Student Services</td>
</tr>
<tr>
<td>Review and update academic advising process to meet student needs.</td>
<td>Dean of Academics, Director Career &amp; Technical Education</td>
</tr>
<tr>
<td>Promote access to TMCC through timely and accurate information regarding financial aid options.</td>
<td>Dean of Student Services, Director Financial Aid</td>
</tr>
<tr>
<td>Enhance the infrastructure and services for students, faculty and staff.</td>
<td>Vice President, Dean of Student Services, Dean of Academics</td>
</tr>
</tbody>
</table>
**Goal 5: Establish languages revitalization and preservation program**

<table>
<thead>
<tr>
<th>Major Action</th>
<th>Led By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct analysis of current TMCC language classes including scheduling, instruction, and instructors.</td>
<td>Dean of Academics, Faculty</td>
</tr>
<tr>
<td>Revise language curriculum (Ojibwe &amp; Chippewa Cree) to be incorporated into a 4 year Native Studies program.</td>
<td>Dean of Academics, Faculty</td>
</tr>
<tr>
<td>Develop plan for preservation of Tribal Heritage which incorporates languages, oral tradition and history, ceremonies, etc.</td>
<td>Dean of Academics, Faculty</td>
</tr>
<tr>
<td>Creation of a library of cultural artifacts and history.</td>
<td>Dean of Academics, Faculty</td>
</tr>
</tbody>
</table>

**Goal 6: Articulate TMCC's commitment to being Green**

<table>
<thead>
<tr>
<th>Major Action</th>
<th>Led By</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish a baseline of TMCC's geothermal, electrical, waste disposal, water, and ventilation efficiencies per relevant audits against LEED standard and other energy saving initiatives/standards.</td>
<td>Facilities Manager, Director Information Technology, Anishinabe Site Director</td>
</tr>
<tr>
<td>Establish long term plans for water/sewer efficiency and waste disposal improvements of 10-15% per quarter.</td>
<td>Facilities Manager, Director Information Technology, Anishinabe Site Director</td>
</tr>
<tr>
<td>Develop and implement short term plans for electrical and geothermal efficiencies of $0.98 per square foot.</td>
<td>Facilities Manager, Director Information Technology, Anishinabe Site Director</td>
</tr>
</tbody>
</table>
2.3 Priority Management

In order to effectively execute strategy it is important to organize for its success. As such TMCC has adopted a framework of priority management in order to monitor the combined contributions of all business processes and employee efforts towards goal attainment. While each strategic goal has a key indicator of success, these strategic priorities have multi-year time horizons which require the rigor of performance monitoring and progress reporting to stay on track.

To ensure disciplined execution and a governing process for real-time accountability, the major actions of the goal action plans also have identified key performance indicators, as a way of self monitoring.

---

**Figure 3: Priority Management**

![Diagram of Priority Management](image)

Source: Master Key Consulting
Turtle Mountain Band of Chippewa Indians Resolution Number __________

Whereas:

Whereas: The Tribe on November 7, 1973, chartered the Turtle Mountain Community College as an institution of higher education serving the people of the Turtle Mountain Indian Reservation and surrounding community, and

Whereas: The Tribe at the time determined that our tribal members were not given equal access nor sufficient opportunities to enroll and attend mainstream colleges and universities within North Dakota, and

Whereas: The Tribe determined that our tribal members attending mainstream colleges and universities in North Dakota were not successful due in part to culture, social, and discriminatory issues, and academic program offerings which did not take into consideration the culture, language, and socio-economic needs of our tribal members, and

Whereas: The Tribe felt the need to have its own institution of higher learning that addressed the social, language, cultural, and academic needs of the tribal members, and

Whereas: The Tribe in 1972 entrusted the Turtle Mountain Community College with designing, developing, financing, staffing and implementing programs of study for tribal members, and

Whereas: Over the years, and especially more recently, the TMCC has recognized and realized that mainstream colleges and universities and sometimes other tribal institutions of higher learning have come onto the reservation community to provide college/university classes and programs without the knowledge of the Tribe or TMCC therefore taking away the initial intent of the Tribe that TMCC would be the institution of higher education on the reservation, and

Whereas: It is not the intent to disallow mainstream institutions and other tribal colleges from coming onto the reservation to conduct college/university courses and degree program offerings, but these institutions must have a collaboration agreement with the TMCC prior to offering courses and degree programs of study.

Therefore Be It Resolved: That the Turtle Mountain Band of Chippewa hereby reaffirms that the TMCC is the primary and lead institution of higher education on the Turtle Mountain Indian Reservation.