
Leech Lake Tribal College

Gaa'Oziskwaajimekaag Gabe-zikendaarowigamis

Annual Report / Newsletter • Winter 2016-2017





Established 1990

Mission:

Leech Lake Tribal College provides quality higher education grounded in Anishinaabe values.

Vision:

To be recognized as a center of academic excellence that advances the Anishinaabe world view and empowers life-long learners who are fully engaged citizens, stewards, and leaders.

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Board of Trustees select Dr. Erma Vizenor as the next College President



The search for the next president of the College concluded as the Board of Trustees selected Dr. Erma Vizenor as the incoming president of LLTC. Dr. Vizenor, a former White Earth Tribal Council Chairwoman and a Board Member of the Minnesota State Colleges and Universities was welcomed at the College's 25-year anniversary celebration. Dr. Vizenor is a Harvard University graduate, received her PhD, Masters, and Bachelors.

Dr. Vizenor has continually expressed her concern for education, especially in the indigenous community. Tribal Colleges allows access to education for learners who does not have the opportunities. The Tribal College movement is strong as shown in the establishment of new colleges over the past two decades. The movement can be compared to the historical black colleges of the South, where black communities established places of higher education institutions to provide education opportunities to black community members. At its infancy, the historical black colleges were a small movement, it is now a major force in Higher Education consisting of 107 colleges and universities in the United States. Notable universities include Howard University, Hampton University, Morehouse College, Xavier, Tennessee State, Alabama State, Virginia State, to name a few.

Tribal Colleges consists of 37 colleges and universities spread throughout the nation. The movement is growing as much like our HBCU counterparts, its a reminder to empower the indigenous people to education and movement towards liberation.

Dr. Vizenor understands first hand the impact of education can have on our indigenous people and wish to work with LLTC to provide opportunities for self-determination and betterment of all Indigenous peoples.

Anita Cloud Places 4th at National Competition

Students from the Leech Lake Tribal College attended the 2016 American Indian Science and Engineering Society (AISES) in Minneapolis, Minnesota.

Anita Cloud, Liberal Arts, STEM student represented LLTC as she placed 4th among 86 competitors in her research project poster presentation. She was assisted by the project leader, Sheila Northbird, an LLTC Alum. Competition include research projects from AISES chapters of secondary schools, colleges, and universities. Many of the projects were led by PhD. recipients and professors, which makes Anita's placement in the competition very impressive as the project team consists of students from LLTC.

This year's AISES LLTC Chapter include: Anita Cloud, Chris Stauffer, Katie Gould, and Thea Ogema. Also included in the group are Adriana Kingbird and Joshua Singleton. The group plans to introduce AISES to the Cass Lake-Bena Schools and assist in the creation of their own chapter at the high school.



The AISES conference is a national gathering of industry leaders in science, engineering, and technology. Represented are companies such as IBM, Google, Apple, 3M, NASA, and many more. Participants are often approached with internships and job opportunities at these companies. The event was an outstanding and inspirational time for all great STEM minds from Indian Country. Over 1,800 individuals from the United States and Canada gathered in Minneapolis, representing over 566 tribal nations.

Students were able to meet an astronaut, John Herrington, who had just released a children's book about his work as a NASA astronaut and his time on the space station. The students were able to get a signed copy.

Congratulations to Anita Cloud and the rest of the LLTC students in representing the College and Leech Lake at the 2016 AISES conference.



The American Indian Science and Engineering Society (AISES) is a national, nonprofit organization focused on substantially increasing the representation of American Indians, Alaska Natives, Native Hawaiians, Pacific Islanders, First Nations and other indigenous peoples of North America in science, technology, engineering and math (STEM) studies and careers.

Founded in 1977, with a rapidly expanding membership of more than 4,000 individual members, the American Indian Science and Engineering Society (AISES) sustains 189 chartered college and university chapters, 15 professional chapters, and 158 affiliated K-12 schools supporting American Indian students in the critically needed disciplines of Science, Technology, Engineering and Math (STEM). AISES has awarded over \$10.3 million in academic scholarships to American Indian STEM students. Through scholarships and internships, workforce development and career resources, national and regional conferences, science fairs, leadership development and other STEM focused programming, AISES is the leader in STEM opportunity for American Indians.

Leadership and Commitment to Education

Leech Lake Tribal College is governed by an elected seven-member Board of Trustees and a honorary member. The Board has policy responsibilities for system planning, academic programs, fiscal management, personnel, admissions requirements, tuition and fees, and rules and regulations. The Board of Trustees act on the benefit and interest of the community and the College to ensure quality higher-education for future generation of students.

Miigwech to all past and present Board of Trustees members for providing leadership for the College to succeed and grow. The College's 25-year history is due in part of leadership and visionary guidance of the current and past board members.

Board of Trustees 2016-2017

Arnold Dahl-Wooley
Chairperson

Gary Charwood
Vice-Chairperson

Rochelle Pemberton
Secretary

Rebecca Graves
Treasurer

Lenny Fineday
Member

Patricia Broker
Member

Yvonne Wilson
Member

Dennis Banks
Honorary Member



Clery and Security Report

Clery Act Report 2016 September 20, 2015 - September 30, 2016

Campus Security and Safety Response Statistics

Type	2015	2016
Call for Service	264	258
Health and Welfare Check	9	19
Intoxicated Person	17	30
Parking Violation	13	66
Animal Complaints	5	22
Medical Emergencies	4	7
Lost Items	41	17
Personnel Safety and Security	61	41
Smoke Free Campus	69	39
Campus Alarm Calls	45	17
Total:	528	516

Student safety is our priority

The Campus Safety Office of the Leech Lake Tribal College keeps ongoing records of any suspected crime that takes place on campus. This data is updated as needed when reports are made to the or relayed to the Campus Safety Office. The Crime Log and Journal documents the date, time, incident type, person or persons involved, what type of offense has been report and if any of the persons involved are students or members of the general public. The Crime Journal and Log is secured within the Campus Safety Office and all entries shall, except where disclosure of such information is prohibited by law or such disclosure would jeopardize the confidentiality of the victim, be open to public inspection during normal business hours.

Why is this important?

The Clery Act requires all colleges and universities that participate in federal financial aid programs to keep and disclose information about crime on and near their respective campuses. Compliance is monitored by the United States Department of Education, which can impose civil penalties, up to \$35,000 per violation, against institutions for each infraction and can suspend institutions from participating in federal student financial aid programs.

The law is named after Jeanne Clery, a 19-year-old Lehigh University student who was sexual assaulted and murdered in her campus hall of residence in 1986. Her murder triggered a backlash against unreported crime on campuses across the country.

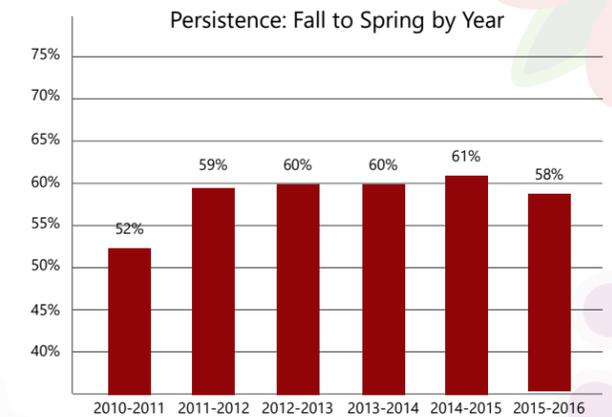
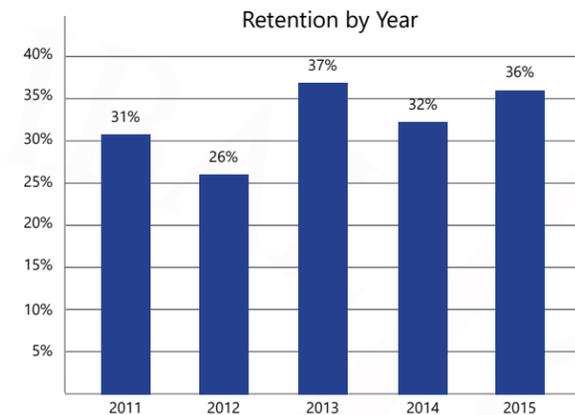
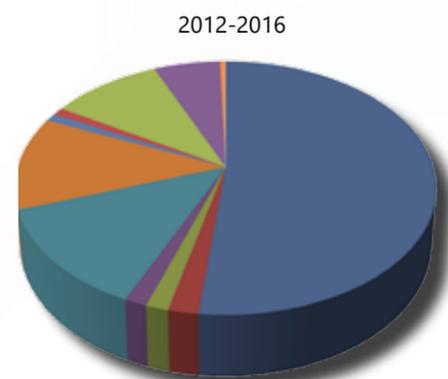
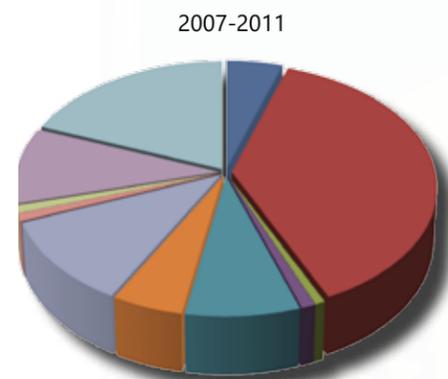
Report of occurrence within the Leech Lake Tribal College campus.

Offense	2014	2015	2016
Vandalism	0	3	0
Liquor Law Violation	0	0	4
Arrests	0	0	1
Total:	0	3	5

Graduates By Program 2007 - 2016

Program Ranking	Degree/Diploma	Program	# Graduates	Percentage Total
1	AA	Liberal Ed.	50	38%
2	Diploma	Res. Carpentry	25	19%
3	AAS	Law Enforcement	14	11%
4	Diploma	Construction Electricity	13	10%
5	AA	Liberal Ed. STEM	10	8%
6	AA	Business Management	7	5%
7	AAS	Business Management	7	5%
8	AA	Early Childhood Development	2	1%
9	AS	Nutrition	2	1%
10	AS	Natural Science	2	1%
11	AA	Anishinaabe Studies	1	<1%
TOTAL:			133	100%

Program Ranking	Degree/Diploma	Program	# Graduates	Percentage Total
1	AA	Liberal Ed.	98	52%
2	Diploma	Res. Carpentry	24	13%
3	AAS	Business Management	23	12%
4	AA	Early Childhood Education	18	10%
5	AAS	Law Enforcement	12	6%
6	AS	Natural Science	4	2%
7	AA	Liberal Education STEM	3	1.5%
8	Diploma	Construction Electricity	3	1.5%
9	AA	Indigenous Leadership	2	1%
10	AAS	Integrated Residential Builder	2	1%
11	AS	Forest Ecology	1	<1%
12	AA	Earth Systems Science	0	0
TOTAL:			189	100%



Success Rate by Classes 2015-2016

Courses	Total Students	Pass Rate	Courses	Total Students	Pass Rate	Courses	Total Students	Pass Rate
ACCT 110	6	83%	CARP 120	10	80%	ITECH210	4	58%
ACCT 120	7	43%	CARP 200	8	75%	ITECH270	1	0%
ACCT 150	8	63%	CARP 206	4	100%	LE 105	11	64%
ANI 100	12	64%	CARP 210	9	33%	LE 110	5	100%
ANI 150	6	100%	CARP 212	5	60%	LE 111	9	78%
ANI 200	13	54%	CARP 216	7	71%	LE 122	4	75%
ANI 290	6	83%	CARP 295	6	67%	LE 150	5	60%
ANI 299	1	100%	CHEM 100	7	71%	LE 209	3	100%
ART 100	14	75%	ECE 180	4	25%	LE 210	5	80%
ART 102	5	80%	ECE 201	7	100%	LE 221	2	100%
ART 107	17	76%	ECE 210	11	100%	LE 223	1	100%
ART 110	5	60%	ECE 220	1	0%	MATH 094	10	43%
ART 204	11	80%	ECE 222	5	83%	MATH 100	16	50%
BIO 121	12	70%	ECE 240	6	100%	MATH 140	12	63%
BIO 121L	7	66%	ECE 299	1	100%	MATH 150	10	60%
BIO 122	7	57%	EDU 100	6	39%	MATH 155	3	73%
BIO 122L	7	57%	EDU 102	21	57%	MATH 210	3	67%
BIO 140	6	50%	EDU 140	10	60%	MATH 215	3	100%
BIO 200	12	67%	ELEC 110	9	67%	MUS 250	10	73%
BIO 204	12	53%	ENER 150	14	79%	OJI 101	11	64%
BIO 294	1	100%	ENER 160	7	57%	OJI 102	5	68%
BIO L121	10	73%	ENER 200	5	100%	OJI 111	3	100%
BLTD 100	9	78%	ENER 210	9	67%	OJI 201	2	100%
BLTD 110	9	78%	ENGL 096	7	39%	OJI 291	11	77%
BLTD 114	16	50%	ENGL 101	11	60%	PE 100	4	75%
BUS 100	7	55%	ENGL 102	11	62%	PHIL 200	9	67%
BUS 160	13	77%	FOR 101	5	60%	POLSC225	25	80%
BUS 190	11	73%	FOR 110	4	100%	PSCI 110	14	50%
BUS 190	8	88%	FOR 120	4	100%	PSCI 150	9	56%
BUS 230	1	100%	FOR 130	5	60%	PSY 100	4	60%
BUS 250	8	88%	FOR 210	1	0%	PSY 140	11	55%
BUS 260	2	79%	FOR 240	1	25%	PSY 200	1	100%
BUS 270	7	57%	GEOG 200	9	63%	PSY 220	4	75%
BUS 299	1	100%	HIS 101	2	43%	SPCH 201	8	85%
CARP 112	14	53%	HIS 150	5	60%	TA 210	4	75%
CARP 114	16	50%	ITECH100	20	65%			
CARP 116	16	50%	ITECH150	1	75%			

Strategic Plan 2015-2020



Objectives

- Provide associate degree programs
- Prepare students to transfer to other institutions of higher education
- Provide academic credentialing programs of varying lengths
- Assist students in developing and pursuing holistic lives (physically, intellectually, and aesthetically)
- Attain and maintain appropriate accreditation and certification of LLTC degrees and programs
- Maintain and measure quality learning in all classes
- Provide a means of maintaining and enhancing Anishinaabe culture, values, language, and knowledge
- Honor and respect women as the sacred life-givers of the Nation and to empower them for leadership roles in their communities
- Serve as a cultural and educational center for community development
- Encourage and support the professional development of faculty and staff

Institutional Student Learning Outcomes

Cultural – Students will demonstrate an understanding of:

- Sense of place.
- What it is to be Anishinaabe.
- How to evaluate and interpret artistic, cultural, historical, and scientific events, texts, and trends within a global context.

Communication – Students will be able to present effectively information and ideas, both oral and written, by:

- Writing in Standard English.
- Writing in a variety of formats, using credible sources and citations.
- Using effective speaking skills in public presentations.
- Demonstrate interpersonal communication skills.

Critical Thinking – Students will be able to:

- Use scientific methods and other modes of inquiry to define problems:
- Access, evaluate, integrate, and document information.
- Develop logical arguments with evidence.

Reading Skills – Students will be able to:

- Demonstrate comprehension of college-level readings.
- Extend vocabulary through reading.

Quantitative Skills – Students will be able to:

- Propose solutions to and solve real-world problems by applying the correct scientific and numerical data.
- Use analytical and critical thinking skills to draw and interpret conclusions.

Computer Skills – Students will be able to:

- Use word processing for essays and other communication.
- Use spreadsheet software for communication, computation, and graphic data representation.
- Use presentation software for communication.
- Use internet and electronic resources for research and email for communication.



Strategies, Goals, and Action Items

1. Acquire Resources and Support that Ensure a Desirable Quality of Life

Promote sustainable professional development and careers

- Embrace the foundational “learning organization” perspective that allows faculty, staff, students, and community members the opportunity to engage in the advancement of tribal communities
- Build faculty excellence through indigenous research, shared governance, academic freedom, and effective communication

Secure resources to achieve institutional stability and flexibility for students

- Build the prosperity of the college through an increasing financial base for programs and activities.
- Pursue economic growth and expansion opportunities.

2. Preserve the Ways We Connect our Values and Culture

Be a premier center of learning for Ojibwe language and culture

- Ojibwemowin is our first language and foundation.
- Be known as a destination college and regional leader in higher education that provides a pathway to the future for successful students and graduates.
- Advance and promote indigenous ways of knowing and understanding through courses and activities
- Work in support of strong Ojibwe governance and self-determination

Build facilities that support and inspire traditional Anishinaabe values

- Develop a model of sustainability for campus structures and grounds to support activities and learning
- Improve and maintain campus security and infrastructure

3. Innovate Teaching and Learning through Academic Excellence, Accessibility, and Opportunity

Provide transformative student experiences that lead to transfer opportunities, workforce development, and graduation

- Promote student success by facilitating opportunities to engage in the tribal college experience.
- Prepare qualified work and transfer ready students
- Increase recruitment, enrollment and retention through best practices

Expand pedagogical modalities of the college

- Build capacity at the college through optimal use of technology infused learning.
- Expand efforts to make the college accessible to potential students and to the community through increased scholarship support, distance, learning, cultural enrichment, and community relationships.
- Collaborate with other institutions and organizations of higher learning and tribal or community efforts.

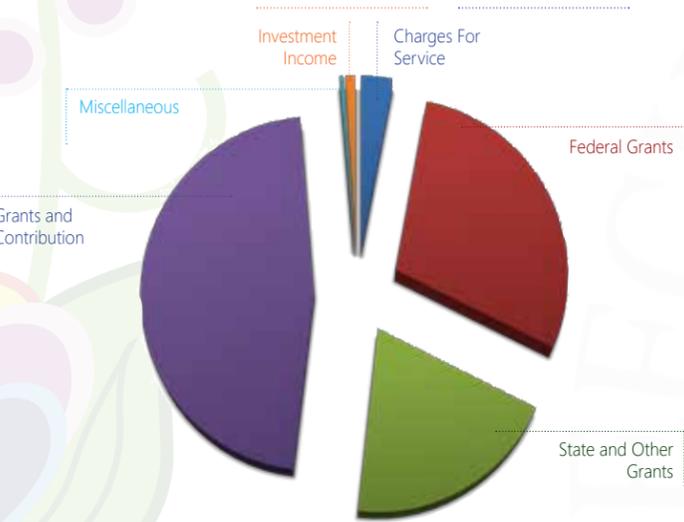
Increase diverse global and local academic opportunities

- Increase service-oriented learning to educate involved citizens and effective leaders for tribal communities
- Implement national and international student and faculty exchange.
- Develop well-suited academic and workforce programs that will lead to 4-year degrees.

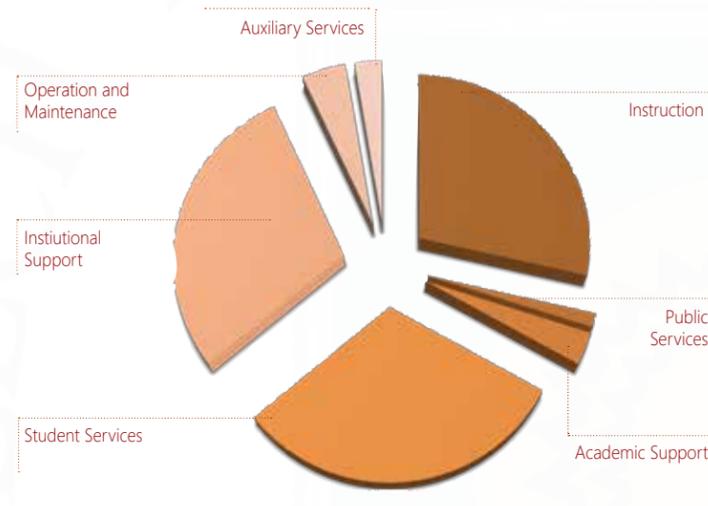
Established in 1990, the Leech Lake Tribal College has transformed from a small sparsely collection of classes to a centralized higher learning institution that has awarded over 550 degrees, diplomas, and certificates.

Revenue and Expenditures

College Wide Revenue
\$8,676,499



Expenses
\$7,956,923



College-Wide Total of Income and Expense Ending in June 2015

	2015	2014	Change	% Change
Revenues				
Program revenues				
Charges for Services	\$ 264,565	\$ 281,950	\$ (17,385)	-6.17%
Federal Grants	2,530,853	2,478,600	52,253	2.11%
State and Other Grants	1,701,616	2,732,182	(1,030,566)	-37.72%
General Revenues				
Grants and Contributions	4,061,658	3,771,147	290,511	7.70%
Miscellaneous	33,209	15,952	17,257	108.18%
Investment Income	84,598	428,127	(343,529)	-80.24%
Total Revenues	8,676,499	9,707,958	(1,031,459)	-10.63%
Expenditures				
Instruction	2,272,021	2,042,498	229,523	11.24%
Public Service	106,631	100,405	6,226	6.20%
Academic Support	247,612	60,899	186,713	306.59%
Student Services	2,472,255	2,354,723	117,532	4.99%
Institutional Support	2,302,246	2,169,404	132,842	6.12%
Operation and Maint. of Plant	342,291	363,031	(20,740)	-5.71%
Auxiliary Services	213,867	202,318	11,549	5.71%
Total Expenditures	7,956,923	7,293,278	663,645	9.10%
Revenue Over Expenditures	\$ 719,576	\$ 2,414,680	\$ (1,695,104)	-70.20%

* Decreased of Revenue over Expenditure due to completion of Library Capital Campaign.

Federal, state, and other grants are the main source of revenue for the College, making up over 90 percent of the total revenue for the College.

Instructions, student services, and institutional support make up over 80 percent of all expenditures at the College. Instruction includes faculty salaries. Institutional support include: staff salaries, professional development, support services, miscellaneous, etc.. Student services include all areas related to support for students.

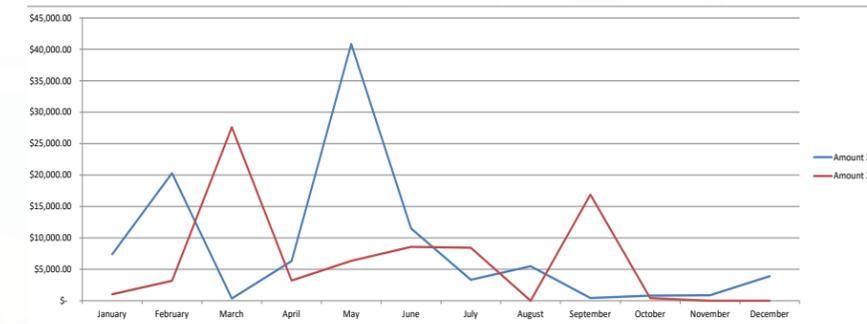
The College experience a decrease in revenue with 2015 at \$8,676,499 compared to 2014 at \$9,707,958, a difference of 10.62% decrease. This was partly due to completion of the Library Capital Campaign.

The College also experience an increase in expenditures with 2015 at \$7,956,923 compared to 2014 \$7,293,278, a difference of 9.10% increase.

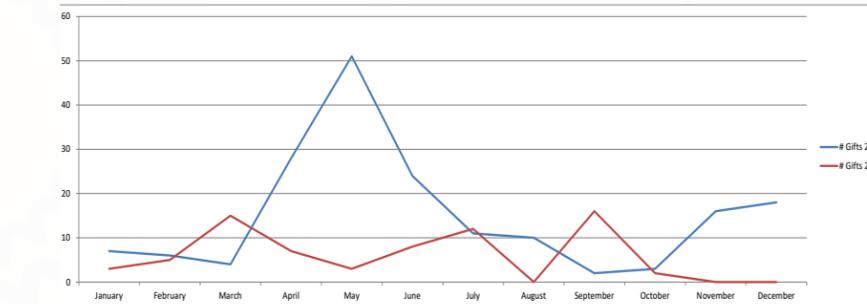
Overall, 2014-2015 seen a change in revenue over expenditure of \$1,695,104 less, a change of 70.20% decrease.

College Support and Advocacy

Amount of Giving Per Month (Calendar Year 2015 & 2016)



Number of Gift Per Month (Calendar Year 2015 & 2016)



Employee Giving

2016 = \$6,464
*As of 12/08/2016

2015 = \$8,138

2014 = \$7,691

Employee giving for the past three calendar years totaled \$22,000. Giving increased from \$7,691 to \$8,138 between 2014 and 2015; and decreased from \$8,138 to \$6,464 between 2015 and 2016.

Employee giving declined due to decreased number of donors available between 2015 and 2016.

5 Major Gifts \$5,000 or more in 2015 | **5** Major Gifts \$5,000 or more in 2016 | **7** Large Gifts \$2,500 or more in 2015 | **9** Large Gifts \$2,500 or more in 2016

Total Solicited Donations Comparison Ending in October 2016

Month	Amount 2015	# Gifts 2015	Average	Amount 2016	# Gifts 2016	Average	Amount Difference	% Change Average	# Gift Difference	% Change in # Gifts
January	\$ 7,398.38	7	\$ 1,056.91	\$ 1,031.01	3	\$ 343.67	\$ (713.24)	-67%	-4	-57%
February	\$ 20,305.00	6	\$ 3,384.17	\$ 3,175.00	5	\$ 635.00	\$ (2,749.17)	-81%	-1	-17%
March	\$ 360.00	4	\$ 90.00	\$ 27,600.00	15	\$ 1,840.00	\$ 1,750.00	1944%	11	275%
April	\$ 6,312.00	28	\$ 225.43	\$ 3,221.61	7	\$ 460.23	\$ 234.80	104%	-21	-75%
May	\$ 40,834.80	51	\$ 800.68	\$ 6,350.00	3	\$ 2,116.67	\$ 1,315.98	164%	-48	-94%
June	\$ 11,514.00	24	\$ 479.75	\$ 8,575.00	8	\$ 1,071.88	\$ 592.13	123%	-16	-67%
July	\$ 3,340.00	11	\$ 303.64	\$ 8,438.32	12	\$ 703.19	\$ 399.56	132%	1	9%
August	\$ 5,502.00	10	\$ 550.20	\$ -	0	\$ -	\$ (550.20)	-100%	-10	-100%
September	\$ 440.00	2	\$ 220.00	\$ 16,895.01	16	\$ 1,055.94	\$ 835.94	380%	14	700%
October	\$ 810.14	3	\$ 270.05	\$ 419.01	2	\$ 209.51	\$ (60.54)	-22%	-1	-33%
November	\$ 882.50	16	\$ 55.16	\$ 1,120.00	4	\$ 280.00	\$ 224.84	408%	-12	-75%
December	\$ 3,912.48	18	\$ 217.36	\$ -	0	\$ -	\$ (217.36)	-100%	-18	-100%
	\$ 101,611.30	180	\$ 637.78	\$ 76,824.96	75	\$ 726.34	\$ 88.56	240%	-105	31%

* All statistical data and information derived from the Office of Advancement and LLTC Financial Department. All information are accurate to December 08, 2016.

Students From All Backgrounds

The Leech Lake Tribal College consists of students from diverse backgrounds. Furthermore, our faculty and staff are both from the local community and throughout the nation.

LLTC has one of the highest Native American student enrollments in an area surrounded by five different colleges and universities. We serve as a pathway for Native American students to gain an accredited education and become familiar with the academic environment.

The College is regionally accredited by the Higher Learning Commission, ensuring continued learning opportunities for alumni. Many of our alumni have continued to earn their bachelors, masters, and some, their doctorates. For such a small college, LLTC has been producing some high-contributing community members.

Even though Native Americans make up the majority of the student body, we encourage all learners, both Native and Non-Native, to get an education and reconnect with the culture of the Anishinaabe people.



Of all students are affiliated to a federally recognized tribe



Of all students are male.



Of all students are female.

Tribal Diversity



222 Full-Time Students
Fall 2016

3051 Full-Time Credits Total
Fall 2016

64 Part-Time Students
Fall 2016

412 Part-Time Credits Total
Fall 2016

286
Total Enrollment
Main Campus and Red Lake Campus
Fall 2016

	Total Enrollment: Main Campus and Red Lake Campus			Credit Total		Credit Load Average		Gender 2015			Gender 2016			
	PT	FT	TOTAL	PT	FT	PT	FT	PT	FT	TOTAL	PT	FT	TOTAL	
Fall:	64	222	286	412	3051	6.13	13.74	Male:	27	93	120	16	95	111
Spring:								Female:	66	162	228	48	127	175
Total:	64	222	286	412	3051	6.43	13.74							

The Leech Lake Tribal College consists of students from diverse backgrounds. Furthermore, our faculty and staff are both from local the community and throughout the nation.

- Leech Lake Band of Ojibwe
- Red Lake Band of Chippewa Indians
- White Earth Band of Chippewa Indians
- Bois Forte Band of Chippewa Indians
- Mille Lacs Band of Ojibwe
- Wahpeton Sioux Tribe - Sisseton
- Cheyenne River Sioux Tribe
- Winnebago Tribe of Nebraska
- Three Affiliated Tribes of Fort Berthold

- Red Cliff Band of Ojibwe
- Lower Sioux Indian Community
- Ho-Chunk Nation
- Assiniboine Sioux Tribe of Fort Peck
- Pima Maricopa
- Lac Courte Oreilles Band of Ojibwe
- Standing Rock Sioux Tribe
- Northern Arapaho Tribe
- St. Croix Chippewa Indians

- Cheyenne Arapaho Tribe of Oklahoma
- Couchiching First Nation
- Moose Cree First Nation
- Fond Du Lac Band of Lake Superior Chippewa Indians
- Blackfeet Tribe
- Lac du Flambeau
- Confederated Tribes of the Umatilla Indian Reservation

Higher Learning Commission and Accreditation

The Leech Lake Tribal College was awarded accreditation in 2006 by the Higher Learning Commission. In 2010, the College accreditation status was extended to 2020, a unique award for any college and university as typical status are five to seven years. This is because the College uniqueness to culture, values, and academics has proven to be very beneficial to the overall strategic goals of the college and community at large.

The College is preparing for the 2017 evaluation visit to determine the status of the College as we approach 2020. All College stakeholders are encouraged to take part and contribute in anyway they can by showing college pride.

The focus for the next three years is to evaluate and prepare for the next round of accreditation. The College was extremely proud to be awarded 10 years status and hopes to be awarded another 10 years. This is to continue the Tribal College movement occurring across the United States in many Tribal Nations.



The Leech Lake Tribal College is fully accredited by the Higher Learning Commission until 2020. The College is preparing for its re-accreditation process starting 2017.

About HLC

The Higher Learning Commission (HLC) is an independent corporation that was founded in 1895 as one of six regional institutional accreditors in the United States. HLC accredits degree-granting post-secondary educational institutions in the North Central region, which includes the following 19 state:

- Arizona
- Arkansas
- Colorado
- Illinois
- Indiana
- Iowa
- Kansas
- Michigan
- Minnesota
- Missouri
- Nebraska
- New Mexico
- North Dakota
- Ohio
- Oklahoma
- South Dakota
- West Virginia
- Wisconsin
- Wyoming

Student Senate Leadership

Brandon Bowstring, So.
President

Torrey Kingbird, Fr.
Vice-President

Joni Tapio, So.
Secretary

Cindy Reed, So
Treasurer



Alyss Mountain, Fr.
Activities Coordinator

Chelsea Bush, So.
Student Body Liason

Mary Goggleye, Fr.
Institutional Liason

Devone Northbird, Fr.
Tribal Liason

Section I

We, the Leech Lake Tribal College Student Senate, representing the student body of Leech Lake Tribal College, do hereby establish this charter in order to form a networking union, provide and encourage educational debate, support the ideals of the Leech Lake Tribal College mission statement, and secure the right to majority vote for amendment for current and succeeding generations of LLTC students. This constitution is also hereby established for the Leech Lake Tribal College's Student Senate in order to insure and act in support of the right of self-determination, tribal sovereignty as guaranteed by treaties, and constitutional rights granted by such.

Section II

The Leech Lake Tribal College Student Senate shall support Leech Lake Tribal College's commitment to the mission and spirit of the Tribal College and University movement, both on our home campus and beyond. Namely, Student Senate will work for the establishment, success and enhancement of tribally-controlled institutions of higher education. Student Senate members will also assess and make recommendations to Leech Lake Tribal College administration regarding legislation that affects tribally owned higher educational institutions and related programs.

The Library

This summer, library staff traveled to several community centers—including Onigum, Inger, and Bena—to host iCamp, a series of two-hour digital media workshops for middle schoolers. During iCamp, students used the library's set of iPads to explore and create 2-D artwork, 3-D models, cartoon animation, and stop-motion film. This project was made possible, in part, by funding from the Minnesota Department of Education through a Library Services and Technology Act (LS-00-15-0024-15) grant from the Institute of Museum and Library Services. With this funding, the library was able to hire Mike Auginash, a recent graduate of LLTC's Integrated Residential Builder program, to work as a paid summer intern. The library looks forward to continuing this project in summer 2017.

Student Services

The Leech Lake Tribal College welcome back long time faculty and staff member, Karen Cary, as the new Dean of Students. The Student Service's team consists of members who are set to assist all students in their academic endeavors. Our staff include academic professionals, all with degrees and experience in higher education.

A central goal of college education is to help students develop as unique, empowered individuals committed to lifelong learning—in other words, true education goes beyond the classroom alone. Your journey at LLTC will take place within a dynamic learning community. We aim to educate our students within the context of this community as whole individuals on social, emotional, ethical and spiritual, as well as academic, levels.

You will find many opportunities at LLTC to engage fellow students, faculty, staff and community members as part of student clubs, activities and points of academic, cultural and professional interest. This is the essence of community at Leech Lake Tribal College; when you take advantage of these opportunities, you not only grow stronger as a student and person, you also strengthen your communities and those around you.

College is an educationally purposeful community; a place where faculty and students share academic goals and work together to strengthen teaching and learning on campus.

- Unwavering commitment to truth and knowledge.
- Respect for individual achievement and excellence.
- Expectation of lifelong learning.

College is a caring community where the well-being of each community member is sensitively supported and service to others is both encouraged and facilitated.



Wellness Center

The Wellness Center on campus provides supplemental assistance to students, faculty, and staff at LLTC. The program is almost entirely funded independently through multiple foundation sources. The healthy and clean living initiatives can be observed throughout campus.

The College understands how important it is to eat healthy as Native Americans have some of the highest diabetes rates of any ethnic groups. This is due to the unhealthy processed foods consumption that is not natural to the first peoples.

Why should we eat healthy?

Unhealthy eating habits have contributed to the obesity epidemic in the United States: about one-third of U.S. adults (33.8%) are obese and approximately 17% (or 12.5 million) of children and adolescents aged 2—19 years are obese. Even for people at a healthy weight, a poor diet is associated with major health risks that can cause illness and even death. These include heart disease, hypertension (high blood pressure), type 2 diabetes, osteoporosis, and certain types of cancer. By making smart food choices, you can help protect yourself from these health problems.

The risk factors for adult chronic diseases, like hypertension and type 2 diabetes, are increasingly seen in younger ages, often a result of unhealthy eating habits and increased weight gain. Dietary habits established in childhood often carry into adulthood, so teaching children how to eat healthy at a young age will help them stay healthy throughout their life.

The link between good nutrition and healthy weight, reduced chronic disease risk, and overall health is too important to ignore. By taking steps to eat healthy, you'll be on your way to getting the nutrients your body needs to stay healthy, active, and strong. As with physical activity, making small changes in your diet can go a long way, and it's easier than you think!

Source: President Council on Fitness, Sports and Nutrition; data extracted from Center for Disease Control and Prevention



Alumni Affairs

"I only know one thing, and that is I know nothing,"

- Socrates



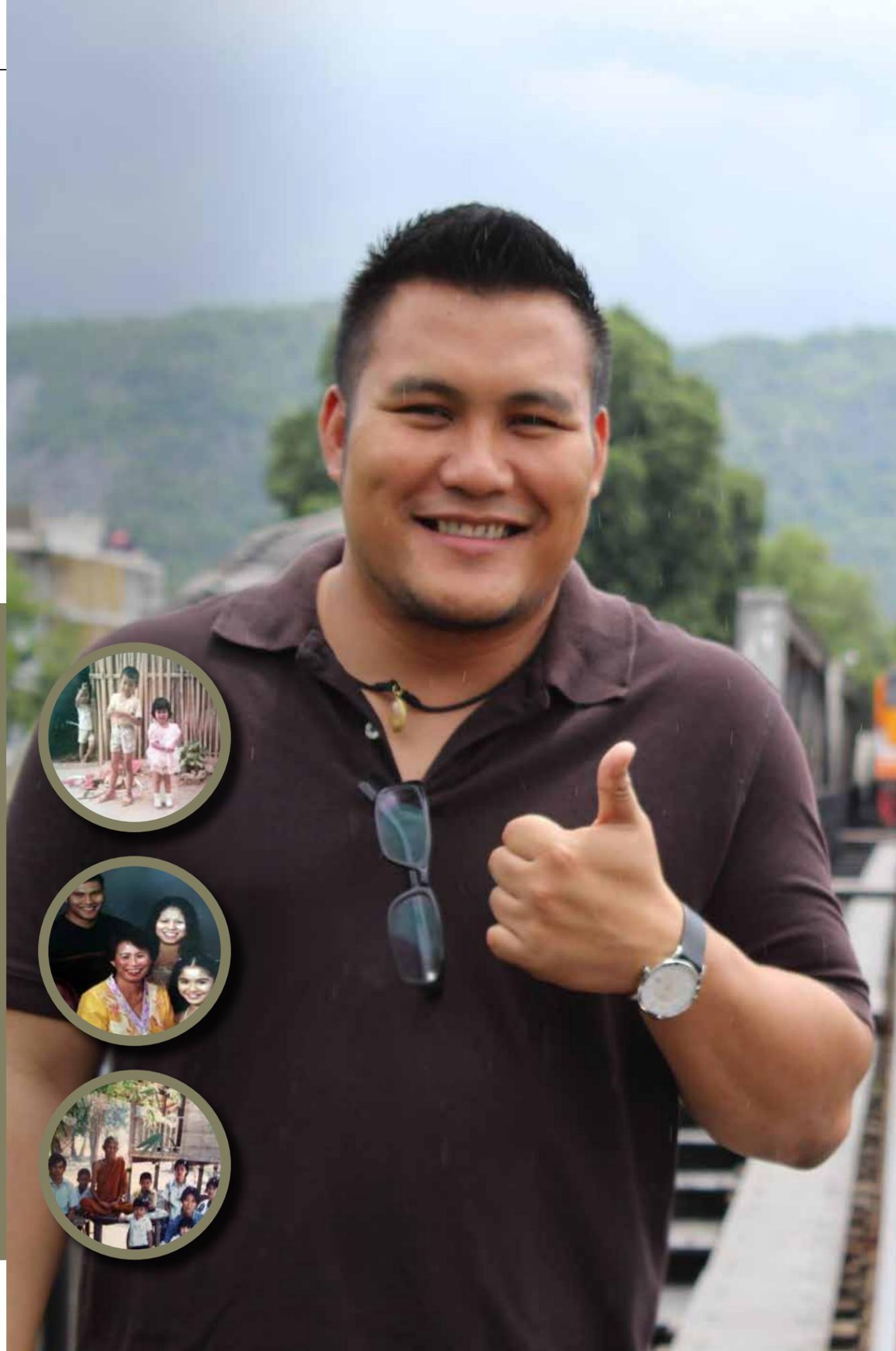
Amarin Chanthorn is an alumnus of the Leech Lake Tribal College who graduated from LLTC with an Associate of Applied Science in Business Management and continued on to gain his Bachelors of Science in Human Resources and Organizational Leadership. In addition, he also earned his Masters of Business Administration from the College of St. Scholastica and a Graduate Certificate in Fund Raising Management from Indiana University. Amarin is currently pursuing his doctorate degree at St. Mary's University of Minnesota in the Doctor of Education Program.

He is a first generation immigrant, first generation college graduate in his immediate family, and first generation doctoral student in his immediate family.

His professional career has taken him full circle as he is the current Director of Institutional Advancement for the College and serves on multiple boards for both non-profit and for profit organizations.

"My experiences in academics has taught me the value of education is not entirely dependent on the institution in which education is recieved; but rather mode of delivery by the instructors and receptiveness by students. This is because the environment of learning is far more important than the name, building, or location of such instititons. It is the process of learning that matters most. LLTC provided that environment for me and the lessons learned from Mr. Nipp, Mrs. Cary, and others, I still carry with me today."

-Amarin Chanthorn,
MBA, Doctoral Student



Why LLTC worked for me.

I grew up in poverty in the country side of Thailand. I can recall living in a house with dirt floors covered with linoleum flooring. My single mother, sister, and I moved to the city (Bangkok) to seek a better life. We lived in a one bedroom apartment the size of my office with shared bathroom. The cold cement floor I used to sleep on is engrained in my mind reminding me of where I came from.

The sense of belonging did not exist in my early days in the United States, especially in the cross-cultured world of northern Minnesota. Torn between multiple cultures, it was difficult to attach myself to any. Nevertheless, I've persevered and ventured forth through the K-12 system at Cass Lake-Bena schools.

Post-secondary education was not a priority for me at that time. Raised by the person who I refer to as "grandpa", a Euro-American World War II veteran, he taught me early on that if I work hard and committed, that was all I need to succeed in life. He was not an educated man, but his work ethics had allowed him to retire from the US Army, US Postal Service, and own a local resort on Cass Lake. I took his advice to heart and for some time became successful in my professional career. However, the value of education is much more important in the modern era and that became evident when I hit the inevitable "glass ceiling".

I enrolled at LLTC and never looked back. I was not the best student nor a perfect student, but I was *persistent*. This mindset had led me to attain my bachelors, and masters degrees. LLTC has laid the foundation for me to succeed. As I progressed through my academic career, I often recall the teachings that was taught to me by many faculty members at LLTC.

Is LLTC for everyone? To put it bluntly, no. Should everyone consider LLTC? Yes, but not for reasons stated in advertisement or classes offered on a list (all accredited institutions have to meet standards, guidelines, and provide similar resources to students). Consider LLTC because it is much more than just a place to take classes, it is a place where you can focus, adjust, and garner your skills and competency for the next phase in your academic and personal lives.

I chose LLTC because I knew I would succeed. I knew this because of all the available resources and opportunities, there were no reasons I should not.

All it take is **persistence**.



BE DIFFERENT.
BE UNIQUE.



The Leech Lake Band of Ojibwe established Leech Lake Tribal College by Tribal Resolution in July 1990. For two years, courses were offered in extension from the University of Minnesota at Duluth, Bemidji State University, Itasca and Brainerd Community Colleges.

In the fall quarter of 1992, The college had its first graduate of the Associate of Arts program in Anishinaabe Language and Culture in the spring of 1993. In 1994, the college was accorded status as a Land Grant Institution by the United States Congress. Also in 1994, seventeen graduates completed their Associate of Arts degrees and Associate of Applied Science degrees. By the spring of 1995, the number of graduates had increased to twenty-four.

The college moved classrooms and administration to the former Cass Lake High School building in the fall of 1994, resulting in an increased student enrollment of 196. These students were enrolled in two year Associate of Arts transfer degree programs, or in two-year technical programs leading to an Associate of Applied Science degree, or in one-year vocational programs.

Today, Leech Lake Tribal College (including the Red Lake Campus) includes approximately 60 faculty, staff, administrators, and nearly 300 students. Most of our students come from the Leech Lake and Red Lake Reservations. Approximately 5% of the student population is non-Indian. The college was accredited as a post-secondary Vocational School in 1993. The college was awarded candidacy status with the Higher Learning Commission of the North Central Association in 2002 for its associate degree programs, and continued candidacy in 2004. Full accreditation status was granted on September 26, 2006 for the maximum initial accreditation period of five years, with no focus visits required.



LEECH LAKE TRIBAL COLLEGE



WWW.LLTC.EDU



Students Affairs



Kim Dickson is the current Leech Lake Tribal College Learning Center Director. She was a former student at LLTC and graduated as the Valedictorian in 2012. Kim started her college experience at the age of 39. Although, most students at the tribal college were not traditionally-aged students, Kim was still older than most of them. She spent most of her free time in the Learning Center, where she would typically work tirelessly on her school work and join in on group study activities. Kim was recruited to be a Peer Mentor Tutor by Debra LeClair, the Director of the Learning Center. Deb told Kim she picked her to be a tutor because of her gentle personality, dedication to education, and demonstrated persistence. Kim was the Lead Peer Mentor Tutor for two years and had many obligations in helping to support the center and its student users. After graduating, Kim went to Bemidji State University to obtain a degree in Native American Studies. She will be graduating from BSU in the Spring of 2017.

"I am so thankful that I was able to return to Leech Lake Tribal College as the Learning Center Director. This is an absolute dream come true for me. Helping students succeed academically and in life is a passion of mine. I grew up on the Leech Lake Reservation and I know the hardships of our communities. While attending college, I was a single parent of five and had to make many sacrifices. I completely understand the obstacles that many of our students are facing and how day-to-day life challenges can conflict with college success. As the Director of the Learning Center, I have the honor of selecting compassionate, caring and intelligent current students to become Peer Mentor Tutors. The peer mentors and I enjoy each and every day that we can help our students here at the Leech Lake Tribal College. I am blessed to be surrounded by so many educated Native and non-Native individuals on this campus. I have worked here for a little over a year, and I still get very teary eyed when I think about where I began and what this college has done for me. It has molded me into the strong Indigenous woman I am today."

- Kim Dickson
Learning Center Director

Branden F. Bowstring is a second year student at Leech Lake Tribal College. He will graduate in spring 2017 with an A.S. in degree in Early Childhood Education. In describing his personal path to a college education, Branden says, "It has taken me a few years to get back into the swing of things. I took seven years off to focus on work and family life." With those years behind him and his degree from LLTC, Branden plans on transferring to Salish Kootenai College and completing his B.A. degree in Early Childhood Education.

In addition, Branden's accomplishments at LLTC include: making the dean's list for the spring 2016 semester and serving as the Student Senate President last year and this current academic year, which included finally bringing a princess and brave to the LLTC annual powwow. He also attended the spring 2016 AIHEC and participated in the hand game tournament with another college. Likewise, Branden is currently a student representative on the board of director's for the Minnesota Indian Education Association.



Torrey Kingbird, Sr. is a business management student at Leech Lake Tribal College. He began his college experience as a student in the Integrated Builder program. Having graduated from that program with an A.A.S. degree, he decided to continue on with a business degree, which will serve his goal to have his own contracting business.

In addition, he has supplemented his building degree with trainings that include: CPR certificate; National Career Readiness Certificate; EPA Lead Renovation Cleaning Certificate; and Integrated Pest Management Healthy home Certificate. And, Torrey's successes include being on the Dean's and President's lists, selected as student of the month, and serving as Vice President of Student Senate.

Amazingly, Torrey balances these commitments with working full time as well as his family life. He has been with his wife for ten years, and they have five children.



Adriana Kingbird

LLTC Student Named 2016 American Indian College Fund Ambassador

This Fall's 2016 enrollment consists of nearly 300 full-time and part-time students between the Cass Lake and Red Lake campuses. This year's academic term is highlighted by new and returning students. One of these students is Ms. Adriana Kingbird, a returning sophomore who has made the most of her first year at LLTC where she participated in local and national clubs, being involved in academic teams, and represented LLTC at national gatherings.

Adriana was selected to take part in this summer's American Indian in Medicine immersion program at the University of Minnesota Duluth, where she spent two-weeks on campus to learn about the medical field. The American Indian Higher Education Consortium also selected Adriana as the 2016-2017 Woodland Great Lakes Colleges Representative. She will be representing the great lakes and woodland Tribal Colleges within Minnesota, Wisconsin, and Michigan. (LLTC, Red Lake Nation College, White Earth Tribal and Community College, Fond Du Lac Tribal and Community College, Lac Courte Oreilles Ojibwe Community College, College of Menominee Nation, Bay Mills Community College, and Saginaw Chippewa Tribal College).

To start this year's term, the American Indian College Fund has selected Adriana as the 2016 Student Ambassador. She will be traveling across the United States to represent the College and AICF for in American Indian education, access to education, and financial support. The AICF is a non-profit organization whom in 2014-15 awarded over \$7.2 million dollars to American Indian students via scholarships, general support, fellowships and other academic programs. Most of LLTC students receive financial assistance from AICF.

Adriana is a third generation student at LLTC; she was preceded by her grandfather Robert Wright and mother Marie Lowry, who attained degrees at LLTC. She plans to transfer to Bemidji State University to major in American Indian Studies with goals to preserve the language, Ojibwemowin, as a teacher. She also has plans to attain her masters in similar area. Adriana is also a certified Emergency Medical Technician (EMT-B). She attained her EMT knowledge through Leech Lake EMS and completed her national exams in Duluth, Minnesota.



Founded in 1989, the American Indian College Fund (the College Fund) has been the nation's largest provider of support for American Indian higher education for more than 25 years. The College Fund provides an average of 6,000 scholarships annually and innovative programs and support for the nation's 35 accredited tribal colleges and universities which are located on or near Indian reservations. The College Fund consistently receives top ratings from independent charity evaluators. For more information, please visit www.collegefund.org.¹



AIHEC provides leadership and influences public policy on American Indian higher education issues through advocacy, research, and program initiatives; promotes and strengthens Indigenous languages, cultures, communities, and tribal nations; and through its unique position, serves member institutions and emerging TCUs.²

¹ www.collegefund.org
² www.aihec.org



#NODAPL

**STANDING
ROCK**

An "Old Spirit", Eninatig Willow Miller has discovered her self-identity at a young age. From her beginning at the Nigaane Immersion Program to her current years at the Leech Lake Tribal College, she has engaged in the preservation of her language and culture through education.

Emotions and sense of clarity ran through her mind as she stood on the frontlines of the movement at Standing Rock. She felt the sense of spirituality, empowerment, and connectedness to her people. She compares the current movement to how her ancestors may have experienced as they once stood against the transgressions on ancestral lands. She describes a scene of intimidation as the presence of the military and armed police officers were there not to protect the people, but the interests of corporations. The emotional tears were flowing through her body; however, the sense of strength to fight is ever present in her. She was taught to be strong and focused, not only for herself, but for her people. These are the teachings instilled in her by her grandmother, elders, and teachers. These are the lessons she will keep with her for a lifetime.

Eninatig Willow Miller is a PSEO student from Trek-North High School. In Spring 2017, she will graduate from high school and earn her Associates Degree from Leech Lake Tribal College at the same time. She plans to transfer to Arizona State University for her advanced degrees. Willow is the next generation of indigenous leaders who will carry on the responsibility of preserving language, culture, and lands for generations to come.

Eninatig Willow Miller

Fight For Water. Fight For Life.

The stance to save the environment has transformed into movement to change the socio-economics political landscape of the nation.



Dec. 5, 2016

Army Corps of Engineers denies easement to complete Dakota Access Pipeline.

"It's a major accomplishment for Indigenous peoples as the odds against large corporations have always been in favor of non-indigenous people. This is a small victory, but a victory nonetheless. I pray our success will continue as the wellbeing of our environment and future generation are at stake,"

- Eninatig "Willow" Miller

The movement to protect water has become a symbol of unity for an almost forgotten people. The United States of America was founded on the hopes and dreams of immigrants, for a better life and prosperity. However, those hopes and dreams were founded on the assimilation and devastation of the original people who occupied these lands for millennia. Warring tribes and divisions decreased the challenges for the first immigrants as they swept across the lands with apathetic intentions, in the name of progress and destiny.

The result of such progress, indigenous peoples were forced from ancestral lands onto assigned geographical areas throughout the continent. The honor of pen and paper were agreed upon and the governance of the newly formed nation had broken the covenant on numerous occasions. Until this day, indigenous lands have been slowly absorbed into the prevailing culture of the United States. The remaining tribes continue to fight for what remains of their land and all within it.

In today's America, the fight between tribes is no longer. All tribes throughout the "new world" experienced similar dishonored treaties from the prevailing government. It is the commonality that binds all indigenous people aside from ethnicity. This is why indigenous people, not only from the US, but from all over the world are converging to Standing Rock, as a show of solidarity.

The fight for water is more than preserving the environment for future generations. It is a culmination of all the years of continual oppression against the first peoples. It is the opposition against the assimilation and elimination of cultures that once thrived through these lands. It is the fight to preserve what remains of the indigenous identity.

Standing Rock is not merely a protest of big corporation's disregard for environmental concerns. It is more than protecting the waters for millions who depend on the Missouri River. It is to let the world know, the indigenous people did not disappear, the indigenous people are not voiceless, the indigenous people will take a stand for the earth and our people. This is why Standing Rock is important. It is more than just a movement; it is a fight for survival.

Lakers Basketball

November 5 - 6, 2016, Devils Lake, ND
Lake Region Classic Tournament

November 12, 2016, Cloquet, MN
Fond Du Lac Tribal and Community College / 2-year NJCAA Div. 3

November 16, 2016, Hibbing, MN
Hibbing Community College / 2-year NJCAA Div. 3

November 18 - 19, 2016, Bottineau, ND
Bottineau Classic Tournament

November 22, 2016, Cass Lake, MN
University of the Ozarks - Clarksville, AR / 4-year NCAA Div. 3

December 2 - 3, 2016, Bottineau
Dakota College at Bottineau / 2-year NJCAA Div. 2

December 7, 2016 • Cass Lake, MN
Itasca Community College / 2-year NJCAA Div. 3

December 13, 2016 • Grand Rapids, MN
Itasca Community College / 2-year NJCAA Div. 3

December 14, 2016 • Virginia, MN
Mesabi Range College / 2-year NJCAA Div. 3

January 3, 2016 • Cass Lake, MN
Ridgewater College / 2-year NJCAA Div. 3

January 7 - 8, 2016 • Cass Lake, MN
Canadian Mennonite University / 4-year MCAC

January 10, 2016 • Cass Lake, MN
Mesabi Range College / 2-year NJCAA Div. 3

January 13 -14, 2016 • Plymouth, MN
Association Free Luthern Bible School / 4-year NIACt

January 17, 2016 • Bemidji, MN
Oak Hills Christian College / 4-year NCCAA Div. 2

January 20 - 21, 2016 • Fort Totten, ND
Cankdeska Cikana Community College / 2-year

February 1, 2016 • Cass Lake, MN
Oak Hills Christian College / 4-year NIAC

February 4 - 5, 2016 • Cass Lake, MN
Turtle Mountain Community College / 4-year NIAC

February 10 - 11, 2016 • Cass Lake, MN
Trinity Bible College and Graduate School / 4-year NCCAA Div. 2

February 16 - 18, 2016 • TBD
Northern Intercollegiate Athletic Conference Playoffs

Leech Lake Tribal College

Laker Nation



Athletic Director: Steve Smith
Men's Coach: Brady Fairbanks
Women's Coach: Herschel Ogema

Conference: Northern Intercollegiate Athletic Conference

Members: Leech Lake Tribal College, Cass Lake, MN
Red Lake Nation College, Red Lake, MN
Oak Hills Christian College, Bemidji, MN
AFLBS, Plymouth, MN
Turtle Mountain and Community College, St. John, ND
Canadian Menonite University, Winepeg, Canada
Cankdeska Cikana Community College, Fort Totten, ND
Trinity Bible College, Ellendale, ND

2015-2016: 5-13 (Men)
2014-2015: 8-18 (Men)
2013-2015: 18-8 (Men)



* Conceptual Design by Leo A Daly: Master Campus Plan 2010



Fundraising Supporting Our Future

Case for Support

It is our goal to maximize public and private support, promote fulfillment of the college's goals, and benefit the communities we serve. Your support enables our ability to educate future generations of students. Through financial support and continued advocacy, the Leech Lake Tribal College will be able to provide the next generation of students accredited education grounded in Anishinaabe values.

- Tribal College students receives 2/3 less compared to similar public colleges and universities.
- LLTC provides access to higher education to those who otherwise would not have the opportunity.
- LLTC provides higher education services to underserving communities.
- Over 90 percent of LLTC students are minority students with financial needs.
- LLTC in one of small group in academia who focuses on the preservation of culture and language for future generations.

Current Project

Solar Project

LLTC, RREAL, Region Five Rural Development, and four independent school districts throughout the northern Minnesota corridor are participating in a \$3.5 million dollar solar project. Solar panels will be installed on each participating site. LLTC will develop training course to provide interns and skill labor force for the project.

This is made possible through Xcel Energy and private investors. The outcome is for LLTC to partake in the clean energy initiative and provide future industry labor force.

The state of Minnesota has the highest regulations on workforce requirement. Therefore, individuals who attain their education and experience here will be sought after in the industry nationwide.

Imagine the future where LLTC is the premiere institution for all things Anishinaabe CULTURE.

Help us get there by giving to LLTC

Online

- Step 1: Visit www.lltc.edu
- Step 2: Click on "Give" tab
- Step 3: Click on "Donate"
- Step 4: Follow prompt

In Person

1. Determine criteria for giving (restricted/unrestricted)
2. Make donation to Leech Lake Tribal College
3. Send donation to Leech Lake Tribal College, 6945 Little Wolf Rd NW, Cass Lake, MN 56633

Other Options

1. Contact the Office of Institutional Advancement at (218) 335-4262
2. Discuss other giving opportunities related to scholarships, planned giving, major gifts, capital campaigns, etc.

Visit
www.lltc.edu
to find out how you can help

Benny Tonce Memorial Fund

Benny Tonce was a beloved, long-time instructor of Ojibwemowin, drum and singing, and cultural preservation at Leech Lake Tribal College. Upon his passing, the College created a permanent scholarship fund in Benny's honor to commemorate his life, work, and countless lives he influenced. The scholarship fund provides support for students with interest and aptitude for Ojibwemowin, history, and culture.

Today, most fluent speakers of Ojibwemowin are elders, making this scholarship an important tool for young learners. The fund also provides support for the next generation of speakers.

Fund Financial Statistics

Initial Endowment:	\$20,000
Current Balance:	\$18,495 ^(02/2016)
Annual Earnings:	\$ n/a

Distribution Award:	\$1,000 annual
Portfolio Manager:	FNB Bemidji
Founder of Fund:	LLTC

Purpose:

To provide a scholarship to one (1) deserving Leech Lake Tribal College student with an interest in Indigenous leadership studies and preservation of the Ojibwe language.

Award Components:

One (1) \$1,000 scholarship will be awarded to a current LLTC student (freshman) who intends to return as a full-time student.

Criteria:

- Enrolled full-time at LLTC;
- Earned GPA of 2.5 or higher;
- Demonstrated interest in Indigenous leadership studies and preservation of the Ojibwe language;
- Additional consideration will be given to applicants who demonstrated community involvement through volunteerism or non-profit work.

LeAnn Dick Memorial Scholarship Fund

LeAnn Dick was the Valedictorian of the Class of 2009. LeAnn continued her search for knowledge at University of Minnesota Morris pursuing her passion in studying Biology and American Indian Studies. Her dedication to the College was felt by the staff, faculty, and fellow students.

The scholarship was established in her honor so she may continue to influence others who share the same passion in academics.

The fund will provide scholarship support LLTC students in the Science, Technology, Engineering, and Mathematics (STEM) disciplines.

Fund Financial Statistics

Initial Endowment:	\$20,000
Current Balance:	\$50,902 ^(02/2016)
Annual Growth:	\$ n/a

Distribution Award:	\$1,000 annual
Portfolio Manager:	FNB Bemidji
Founder of Fund:	Leech Lake Tribal College

Purpose:

To provide a scholarship to one (1) deserving Leech Lake Tribal College student who has an interest or intends to pursue a career in natural resources, environmental management, or related STEM fields.

Award Components:

One (1) \$1,000 scholarship will be awarded to a current LLTC student (freshman) who intends to return as a full-time student (Sophomore).

Criteria:

- Enrolled full-time at LLTC;
- Earned GPA of 2.5 or higher;
- Demonstrated interest in a career in the STEM fields;
- Additional consideration will be given to applicants who demonstrated community involvement through volunteerism or non-profit work.

LeRoy Staples Sr. and LeRoy B. Fairbanks Memorial Scholarship Fund

LeRoy Staples Fairbanks established the scholarship fund in honor of his grandfather and uncle, to motivate student leaders to pursue their academic endeavors. The LeRoy Staples Sr. and LeRoy B. Fairbanks Memorial Scholarship is the largest scholarship fund at the College. LeRoy and family provides annual giving to the fund, which steadily increases every year. The fund is set to go over \$70,000 within the next year and will be able to fund two recipients per year.

Fund Financial Statistics

Current Balance:	\$66,373 ^(02/29/2016)
Initial Endowment:	\$20,000
Annual Earnings:	\$ n/a

Distribution Award:	\$1,000 annual
Portfolio Manager:	FNB Bemidji
Founder of Fund:	LeRoy Staples-Fairbanks

Purpose:

To provide a scholarship to one (1) deserving Leech Lake Tribal College student who has successfully completed one year at the College. The fund will help towards tuition, fees, books, supplies, etc.

Award Components:

One (1) \$1,000 scholarship will be awarded to a current LLTC student (freshman) who intends to return as a full-time student (Sophomore).

Criteria:

- Enrolled full-time at LLTC;
- Earned GPA of 2.5 or higher;
- Demonstrated interest in leadership and community development.
- Additional consideration will be given to applicants who demonstrated community involvement through volunteerism or non-profit work.

Susan Helen Tibbetts Sjolund Scholarship Fund

To honor the memory of his grandmother, and on behalf of her three children - Clifford, Peggy and Barbara - Cliff Sjolund, Jr., Colonel, USAF (Retired), has fully endowed scholarship that now bears her name.

The Susan Helen Tibbetts Sjolund scholarship will support a second-year LLTC student for a career in organizational or operational leadership.

Fund Financial Statistics

Current Balance:	\$18,475 ^(02/2016)
Initial Endowment:	\$20,000
Annual Growth:	\$ n/a

Distribution Award:	\$1,000 annual
Portfolio Manager:	FNB Bemidji
Founder of Fund:	Cliff Sjolund, Jr. (Private)

Purpose:

To provide a scholarship to one (1) deserving Leech Lake Tribal College student who has an interest or intends to pursue a career in natural resources, environmental management, or related STEM fields.

Award Components:

One (1) scholarship at variable amount will be awarded to a current LLTC student (freshman) who intends to return as a full-time student (Sophomore).

Criteria:

- Enrolled full-time at LLTC;
- Earned GPA of 2.5 or higher;
- Entering sophomore of the Indigenous Leadership Program.
- Additional consideration will be given to applicants who were honorably discharged from any branches of the military and/or a person who has the desire to serve the community.

Steve Hagenah Law Enforcement Scholarship

The fund was established to fulfill our long-time law enforcement program coordinator who gave his heart and dedication to the program. Steve Hagenah has served the community, the College, and his family. This fund will continue Steve's work in assisting future Peace Officers to protect our communities by assisting with MN POST Skills training cost at selected locations.

Fund Financial Statistics

Current Balance: \$28,475^(02/29/2016)
 Annual Earnings: \$n/a

Distribution Award: \$2,500 annual
 Portfolio Manager: FNB Bemidji
 Founder of Fund: LLTC, The Hagenah Family

Purpose:

To provide a scholarship to one (1) deserving Leech Lake Tribal College law enforcement program graduate. The fund will help towards tuition, fees, books, and associated cost of the the required MN POST Skills test requirements to become a peace officer.

Award Components:

One (1) \$2,500 scholarship will be awarded to a recent graduate of the Law Enforcement Program. Award will be paid directly to the institution providing POST training.

Criteria:

- Enrolled full-time at LLTC;
- Earned GPA of 2.5 or higher;
- Expected to or graduate of the Law Enforcement Program.
- Additional consideration will be given to applicants who demonstrated community involvement through volunteerism or non-profit work.

Clem Nason Memorial Scholarship Fund

The program for many years was guided by the wisdom of Clem Nason and his breadth of knowledge as a seasoned local Ojibwe contractor, gradually the variety of carpentry opportunities grew, the tool arsenal expanded when the college made the move to the newly built LLTC Campus.

The Clem Nason Memorial Scholarship will not only honor the memory of a very important figure in the programs history, but also help offset program fees for up to six students per year once it hits the endowment level of \$20,000.

Fund Financial Statistics

Current Balance: \$14,384^(12/6/2016)
 Annual Earnings: \$n/a

Distribution Award: \$500 annual
 Portfolio Manager: FNB Bemidji
 Founder of Fund: LLTC

Purpose:

To provide a scholarship upto six (6) deserving Leech Lake Tribal College IRB and Carpentry program students. The fund will help towards tuition, fees, books, and associated cost of the required by the program.

Award Components:

Up to six (6) scholarship will be awarded to enrolled students of the IRB and Carpentry Programs. Award will be paid directly to the institution to cover student fees.

Criteria:

- Enrolled full-time at LLTC;
- Earned GPA of 2.5 or higher;
- Express financial needs;
- Additional consideration will be given to applicants who demonstrated community involvement through volunteerism or non-profit work.

Business Scholarship

The Mishtadikosh Scholarship, which translates to "Making a difference", seeks to reward one deserving Leech Lake Tribal College Business Student interested in or intending to pursue a career in Business. The program is designed for students to receive an Associate of Applied Science Degree (A.A.S.) in Business Management upon completion of the requirements. The Associate of Applied Science degree in Business Management provides the opportunity for students to study more in-depth in one subject area such as Business Management

Fund Financial Statistics

Current Balance: \$7,986.64^(12/6/2016)
 Annual Earnings: \$n/a

Distribution Award: \$Undetermined
 Portfolio Manager: FNB Bemidji
 Founder of Fund: LLTC

Purpose:

To provide a scholarship to one (1) deserving Leech Lake Tribal College of the Business Management Program. The fund will help towards tuition, fees, books, and associated cost of the program.

Award Components:

One (1) scholarship will be awarded to Leech Lake Tribal College student enrolled in the Business Management Program.

Criteria:

- Enrolled full-time at LLTC;
- Earned GPA of 2.5 or higher;
- Express financial needs;
- Additional consideration will be given to applicants who demonstrated community involvement through volunteerism or non-profit work.

We Need Your Support

The Leech Lake Tribal College has providing access to higher education for the past 25 years.

The College has produced notable alumni who went to contribute to their community in wide area of professions. Many have continued their education to attain their masters, bachelors, professional degrees, and enrolled in doctoral programs.

For a small institution, LLTC has great impact and have influenced future leaders.

Support us to continue to provide educational opportunities for future generations to come.

Here's how you can help:

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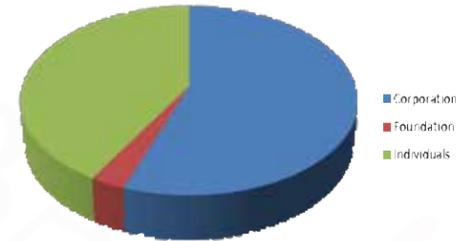
The College will work with you to coordinate what areas best serves your giving motivation. All donations are tax deductible.

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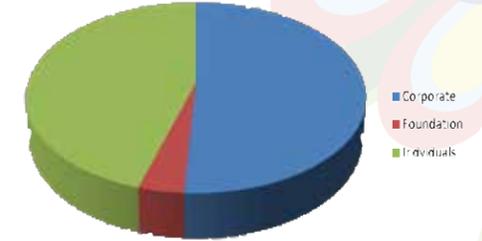
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Gifts By Sources (2015)



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\$2,500 - \$4,999

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LLTC Advancement Office Fact:

- 852 Donors have supported the Leech Lake Tribal College
- 75.82% of donors are individual donors.
- 65.24% of all gross monetary donations are from individual donors.

Source: Fundraiser Pro, Master Report; 1990-2016, LLTC Donation Summary.
* Does not include Federal, State, and other unsolicited grants.

\$1,000 - \$2,499

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The Annual Report/Wiindamaage newsletter is a publication highlighting events, activities, and news of the Leech Lake Tribal College and associated organizations. The Leech Lake Tribal College provides accredited higher education grounded in Anishinaabe values to the Leech Lake Community and surrounding areas.

The goal of the publication is to provide students and community with information and insight into the development of the college.

Annual Report/Wiindamaage College Newsletter; Winter 2017 Issue. Produced by the Office of Institutional Advancement. It is published twice per year and distributed to friends, supporters, and advocates of LLTC. Please direct any comments to the Director of Institutional Advancement by phone at (218)-335-4262.

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CONTACT US TODAY TO SEE IF LLTC IS RIGHT FOR YOU.

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The Leech Lake Tribal College is a two-year degree granting institution providing accredited higher education grounded in Anishinaabe values. For more information please visit our website at www.lltc.edu/apply

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