



American Indian Higher Education Consortium
2. AIHEC Fall 2016 Board of Directors Meeting
Friday, October 7, 2016 8:30 AM (CDT)
2 Poydras Street New Orleans Louisiana 70130
Chart Ballroom, Hilton Riverside Hotel

- I. AIHEC Fall 2016 Board of Directors Meeting - Cynthia Lindquist, Board Chair
*8:30 a.m. - 5:00 p.m. Friday, October 7, 2016,
Chart Ballroom*
 - A. Call to Order
 - B. Opening Prayer
 - C. Roll Call - Carrie Billy
 - D. Introductions
- II. Review and Approval of the Agenda - Cynthia Lindquist
MOTION to Approve
- III. Review and Approve Previous Minutes - Robert Martin, Board Secretary
MOTION to Approve
- IV. Presentations to the Board
 - A. The Partnership for a Healthier America - Amaris Bradley
 - B. All Nation's Alliance for Minority Participation (AN-AMP) - Steve Dupuis, SKC
SKC had managed the All Nation's AMP program for two decades. However, this year, the National Science Foundation did not select SKC for an award. The Board will consider a resolution supporting the SKC AMP program, past and future.
- V. AIHEC Affiliate Reports
 - A. AIHEC Student Congress - Chris Sindone, President, Haskell Indian Nations University
This year, the ASC celebrates its 30th anniversary. Mr. Juan Perez, who has been involved with the ASC as an advisor for 20 of those years (since 1996) is stepping down this year.
 - B. American Indian College Fund - David Yarlott, A*CF Board Chair
 - C. BIE Postsecondary Education Program Manager - Katherine Campbell, Ph.D.
Dr. Campbell is the newly appointed Program Analyst-Post Secondary, in the Bureau of Indian Education's Office of Research, Policy and Post-Secondary Education.
 - D. AIHEC Tribal College and Universities Librarian Association
A written report is provided by the Tribal College and Universities Librarian Association.
 - E. FALCON-Land Grant
A written report is provided by FALCON-Land Grant.
- VI. Report of the Chair - Cynthia Lindquist
 - A. Executive Committee Minutes & Updates
MOTION to Accept Minutes

B. Resolution: Expressing Solidarity with the Standing Rock Sioux Nation

This resolution is presented for the Committee's consideration, to express AIHEC's support with the protest of the Dakota Access Pipeline.

C. Annual Code of Conduct Review and Signing

By AIHEC Board motion, all Board members are directed to review and sign the AIHEC Code of Conduct annually.

D. Announcements

VII. Election of AIHEC Officers - Carrie Billy

The AIHEC Board elects President, Vice President, Secretary, Treasurer, and a Member-at-Large in the fall of every even numbered year. Terms are for two years. The President is limited to two consecutive terms.

VIII. Honoring Luncheon - Cynthia Lindquist, Host

IX. AIHEC Central Office Report - Carrie Billy

A. Central Office Update

Please see the Board Book for the Central Office Report.

B. 114th Congress Amendments

C. Accreditation Association Announcement Regarding Lower Performing Colleges

D. Upcoming AIHEC Board Meetings

1. 2017 AIHEC Meetings: Summer Meeting Location

Washington DC is an optional site for holding the summer 2017 BoD meeting. This would potential provide an opportunity for TCU presidents to meet with key members of the new Administration.

2. 2017 TCU Summer Meeting

During the Summer 2016 BoD meeting, the Board approved a motion directing the regional rotation of the annual summer CAO/Financial Aid Officer, etc. meeting and that the AIHEC central office assume the primary role in coordinating the meeting. The TCU Staff Planning Committee sent a letter asking that the decision be reconsidered. This is provided for the board's information. The Executive Committee has concluded that the it stands by the previous action of the Board.

E. AIHEC Grant Proposals or Projects

Proposed grant proposals: (1) NIH STEM researchers/student annual conference cooperative agreement: NRN, AIHEC, ANTHC partnership, building on AIHEC's 3-year partnership with NRN; (2) NSF-Advancing Informal Science Learning grant opportunity: to expand AIHEC's climate resiliency initiative; (2) NSF-Advanced Technological Education: conference proposal to convene AIHEC's advanced manufacturing partners with others to plan expansion of the initiative; (3) NSF Improving Undergraduate STEM Education grant opportunity: to continue and expand AIHEC's Indigenous Problem-based Learning initiative.

X. Committee Reports and Motions

A. Finance Committee - Michael Parish, BMCC

B. Research Committee - Billie Jo Kipp, BfCC

C. Student Activities Committee - Robert Martin, IAIA

D. Membership and Accreditation Committee - Larry Anderson, FdLTCC

E. Tribal College Journal Advisory Committee - Pearl Brower, Ilisavik College

XI. New Business - AIHEC Board Chair

A. Other

XII. Adjournment - AIHEC Board Chair

A. Closing Prayer

DRAFT MINUTES OF THE AIHEC 2016 SUMMER BOARD OF DIRECTORS MEETING

THE CURTIS HOTEL /MARCO POLO BALLROOM

DENVER, CO

JULY 14, 2016

- I. **CALL TO ORDER and OPENING PRAYER.** AIHEC Board Chair, Cynthia Lindquist, called to order the 2016 Summer Board of Directors on Thursday, July 14, 2016 at 8:19 a.m. (local time). President Yarlott offered a prayer to open the Summer Board Meeting.

ROLL CALL. Carrie Billy, AIHEC President & CEO, called the roll with the following result:

Regular Members Present

Aaniiih Nakoda College
 Bay Mills Community College
 Cankdeska Cikana Community College
 Chief Dull Knife College
 College of Menominee Nation
 Fond du Lac Tribal and Community College
 Haskell Indian Nations University
 Institute of American Indian Arts
 Keweenaw Bay Ojibwa Community College
 Lac Courte Oreilles Ojibwa Community College
 Leech Lake Tribal College
 Little Big Horn College
 Navajo Technical University
 Nebraska Indian Community College
 Northwest Indian College

Represented By

Carole Falcon-Chandler
 Michael Parish
 Cynthia Lindquist
 Richard Littlebear (joined after roll call)
 Diane Morris (Interim)
 Larry Anderson
 Sherry Allison (Proxy)
 Robert Martin
 Debra Parrish
 Diane Vertin
 Debra Parrish (Proxy)
 David Yarlott
 Elmer Guy
 Michael Oltrogge
 Justin Guillory

Oglala Lakota College
 Salish Kootenai College
 Sinte Gleska University
 Sitting Bull College
 Southwestern Indian Polytechnic Institute
 Stone Child College
 Turtle Mountain Community College
 United Tribes Technical College

Thomas Shortbull
 Sandra Boham (joined after roll call)
 Lionel Bordeaux
 Laurel Vermillion
 Sherry Allison
 Nathaniel St. Pierre
 James Davis
 Leander 'Russ' McDonald

Regular Members Not Responding

Blackfeet Community College
 College of the Muscogee Nation
 Comanche Nation College
 Diné College

Fort Peck Community College
Ilisagvik College
Little Priest Tribal College
Nueta Hidatsa Sahnish College
Saginaw Chippewa Tribal College
Sisseton Wahpeton College
Tohono O'odham Community College
White Earth Tribal and Community College

Twenty Regular Members present, a quorum was established.

Associate Members Not Present

Red Lake Nation College
Wind River Tribal College

Official Representatives in attendance.

James King (College of the Muscogee Nation)
Mekko Tyner (College of the Muscogee Nation)
Cheryl Chuckluck (Haskell Indian Nations University, official representative)

II. REVIEW AND APPROVAL OF THE AGENDA

Chair Lindquist reviewed the proposed agenda for the 2016 AIHEC Summer Board of Directors meeting. President Shortbull requested that a discussion regarding the annual AIHEC CAO/Financial Aid meetings be included on the agenda, and it was added under new business.

MOTION: President Martin moved [seconded by President Allison] that the Board of Directors approves the 2016 AIHEC Summer Board of Directors meeting agenda, as modified.

OUTCOME: The motion was agreed to by voice vote.

III. REVIEW AND APPROVAL OF MEETING MINUTES

Chair Lindquist presented the minutes of the AIHEC 2015 Spring Board of Directors meeting for consideration and approval.

MOTION: President Martin moved [seconded by President Yarlott] that the Board of Directors approve the minutes of the 2016 Spring Board of Directors meeting (March 12 & 13, Minneapolis, MN), as presented.

OUTCOME: The motion was agreed to by voice vote, one abstention (Menominee).

IV. REPORT OF THE CHAIR

Chair Lindquist asked the Executive Committee members to review the minutes of the June 2, 2016 Executive Committee meeting and called for a motion to approve.

MOTION: President Martin moved [seconded by President Vermillion] that the Executive Committee approve the minutes of its June 2, 2016 meeting, as presented.

OUTCOME: The motion was agreed to, by the Executive Committee, by voice vote.

Chair Lindquist then presented three sets of Executive Committee meeting minutes (April, May, and June), included in the Board Book, for review and acceptance.

MOTION: Chair Lindquist moved [seconded by President Yarlott] that the AIHEC Board of Directors accepts the three sets of Executive Committee meeting minutes, as presented.

OUTCOME: The motion was agreed to by voice vote.

Chair Lindquist reminded the Board that its 2016 fall meeting will be convened October 6-7, in New Orleans, LA, with the follow-up GISS Board training immediately following (Oct 8-9). It was reported that seven TCUs (40 people) had registered for the GISS training, and those planning to attend who had not yet registered were asked to register, through the AIHEC website, at their earliest convenience.

V. PARTNERS AND AFFILIATE REPORTS

U.S. DEPARTMENT OF EDUCATION, TITLE IV FINANCIAL AID: John Gritts and Joe Massman of the U.S. Department of Education offered a summary of the report included in the Board Book.

Messrs. Gritts and Massman emphasized that the Department is very serious about the on-time submission of required audits. They reported that eligibility is being delayed for some TCUs because they have not identified a student grievance process; further, some TCUs are delinquent in their required enrollment reporting (due every 60 days). It was noted that once an institution is reporting data to the National Student Clearinghouse enrollment, federal reporting is done automatically. Board members asked that more frequent communications be sent to the colleges – including to the presidents – regarding data and reporting compliance, indicating those colleges that may not be in compliance. AIHEC offered to host, with the Department, a series of webinars about the various requirements, so that all at the TCUs that need to be informed, whether or not they attend the annual CAO/financial aid officers meeting, will have access to this information. Lastly, the Board asked Messrs. Gritts and Massman to report back to the Department on this meeting and that the TCUs find the Department's current amount of required reporting to be overly burdensome and in many cases wholly unnecessary.

AMERICAN INDIAN COLLEGE FUND: Cheryl Crazy Bull, A*CF President & CEO, offered a brief summary of the end of the year report included in the Board Book, and noted that A*CF staff would present more detailed information on Fund initiatives later in the day, during the joint meeting of AIHEC and A*CF.

AIHEC STUDENT CONGRESS (ASC): The ASC report was included in the 2016 Summer Board meeting book.

FALCON: A report from FALCON was included in the Board Book. The FALCON 12th Annual Conference is scheduled for November 5-7, 2016 in Albuquerque, NM.

TCU LIBRARIANS ASSOCIATION: A report from the TCU Librarians Association (TCULA) was included in the Board Book.

VI. AIHEC CENTRAL OFFICE REPORT

AIHEC Central Office Update

Ms. Billy provided highlights from the AIHEC Central office report structured under the four prevailing goals of the AIHEC strategic plan: Educating, Engaging, Innovating, and Sustaining. The complete report was included in the Board Book.

Of particular note: (1) AIHEC is working with Senate Appropriations Committee staff on the practicality of developing a universal needs-based formula for determining distribution of TCUs' operating grants; (2) several tribes are considering – or are currently working to – establish Tribal Colleges, including three groups in California (northern, southern, and central regions); two Alaska Native corporations/non-profit foundations, who are considering a partnership with an existing private college in Anchorage; the Seneca Nation in New York; two pueblo tribes in New Mexico; and the San Carlos Apache Tribe in Arizona; and (3) the need for a full Board resolution as a key element of AIHEC's application for funding, on behalf of all the TCUs, under the Keepseagle Settlement (Native American Agricultural Fast Track Fund).

President Davis expressed concern about operating funding for existing colleges. He asked how new colleges would be funded and opined that AIHEC should develop a plan to deal with this. Ms. Billy stated that, as the Board had discussed previously, it is likely that any new tribal college would be funded under Title I of the Tribally Controlled Colleges and Universities Assistance Act (TCU Act), where funds are currently distributed by an Indian Student Count (ISC) formula. Eligibility for funding of a new TCU, particularly one of significant enrollment size, without additional funds being appropriated, would result in a decrease in the enrollment-driven funding level of all Title I colleges. Therefore, the Board had previously approved an amendment, drafted by AIHEC staff, which would "hold harmless" all currently funded institutions under Title I of the Act, should a new TCU be added to the Act's ISC formula. AIHEC is working with the Congress on a strategy to secure enactment of this amendment in advance of the HEA reauthorization. If the amendment is enacted prior to any new institution(s) becoming eligible for Tribal College Act funding, the current funding level of existing Title I TCUs would be protected.

Ms. Billy asked that the Board to consider and adopt the aforementioned resolution, previously approved by the AIHEC Executive Committee, the full text of which was included in the Board Books.

MOTION: President McDonald moved [seconded by President Yarlott] that the AIHEC Board of Directors approve the resolution supporting the submission of a proposal by AIHEC for an award under the Keepseagle "Fast Track" Fund on behalf of all the TCUs.

OUTCOME: The motion was agreed to by voice vote.

Presidential Candidates/Transition Statement

Ms. Billy presented the AIHEC Presidential Candidates/Transition Statement for consideration and approval by the Board.

President Shortbull distributed a letter from Governor Dennis Daugaard of South Dakota that recommends the GED test, as well as the Test Assessing Secondary Completion (TASC) as the high school equivalency assessments to be used the state of South Dakota and eliminates the High School Equivalency Test (HiSET) from that category. President Shortbull reported that he will meet with the other TCUs in South Dakota to discuss whether to continue the fight to include the HiSET, now that an alternative had been agreed to. It was noted that the issue of tribal choice in high school equivalency is included in the AIHEC Presidential Candidates/Transition Statement.

MOTION: President Shortbull moved [seconded by President Davis] that the AIHEC Board of Directors approves the AIHEC Presidential Candidate/Transition Statement, as presented. Further, that the Board urges that the next presidential administration recognize Tribal Sovereignty and support the development of a joint high school equivalency exam between tribes and relevant state governments.

OUTCOME: The motion was agreed to by voice vote.

Code of Conduct Revision

Ms. Billy reported that the AIHEC Code of Conduct, as currently written, restricts AIHEC from negotiating with commercial organizations for discounts of benefit to its membership. A modification to the AIHEC Code of Conduct, the text of which was included in the Board Book, would remedy this barrier.

MOTION: President Parish moved [seconded by President Martin] that the AIHEC Board of Directors approves the modification to the AIHEC Code of Conduct, as presented.

OUTCOME: The motion was agreed to by voice vote.

Higher Education Voter Registration Notice

AIHEC reminded the Board of the federal requirement that institutions of higher education provide their students with notice of the national election in November, along with information on how to register to vote. A flyer on the topic was included in the Board Book.

Change in Federal Overtime Regulations

Ms. Billy reviewed the effect of the Department of Labor's announced changes regarding federal overtime regulations on institutions of higher education, which will take effect on December 1, 2016.

Separate Tribal Accrediting Body

During the 2016 Spring Board of Directors meeting, a motion was adopted requesting that before the next board meeting, each accredited (Regular voting) member of AIHEC consider making a formal monetary commitment toward the cost of establishing a separate tribal accreditation body. To date, \$25,000 has been committed, with several TCUs responding that they would not make a pledge of support. President Bordeaux pledged \$5,000 on behalf of Sinte Gleska University.

AIHEC Grant Proposals and Projects

Ms. Billy reviewed proposals and projects, included in the Board Book, which had been approved by the Executive Committee since the spring Board meeting in Minneapolis, MN.

VII. Additional Amendments to the Tribal College Act:

In addition to the amendments previously approved by the Board, seven amendments to the Tribally Controlled Colleges and Universities Assistance Act were presented to the board for its consideration. The amendment address: inclusion of dual-credit students; clarification that eligibility for funding would apply to onsite students, while both onsite and online American Indian and Alaska Native students could be included in the ISC formula; clarification that credits earned during compressed schedules, regardless of when the courses begin during a semester, may be included in the ISC formula; consistency in the BIE endowment program with U.S. Department of Education endowment programs; use of prior-prior year enrollment data; reporting date for fall headcount; and the possible future need for an amended definition of Alaska Native student (as no specific amendment is offered at this time, this last item is mentioned for information only).

President Lindquist reiterated her concern regarding the second amendment proposed to the Tribal Colleges Act, regarding the determining of eligibility for funding under said Act. A discussion occurred.

MOTION: President Parish moved [seconded by President Martin] that the AIHEC Board of Directors approves the proposed seven amendments to the Tribally Controlled Colleges and Universities Assistance Act.

MOTION: President Shortbull moved [seconded by President Falcon-Chandler] that the pending motion be modified by removing the amendment regarding the separation of eligibility from the counting of students towards an institution's ISC.

OUTCOME: The motion to modify was agreed to by voice vote, with one abstention (BMCC).

OUTCOME: The motion, as modified, was agreed to by voice vote, with one abstention (SIPI).

MOTION: President Parish moved [seconded by President Parrish] that the AIHEC Board of Directors approves the remaining amendment.

President Shortbull expressed his concern that inclusion of online students in an institution's ISC opens the door to a TCU artificially inflating its ISC. President Parish explained his intent is to provide services to students regardless of location and to generate additional revenue that would be garnered through added students paying tuition and fees. President Anderson asked about the implications of opening an additional off-reservation campus. Ms. Billy explained that under the amendment, a TCU would continue to count all students on all of its physical campus sites. President St. Pierre offered that technology has changed how colleges do business, including the means through which courses and programs may be offered. There is a chance to create market niches within the network of TCUs for language and culture offerings that could extend to American Indians and Alaska Natives residing both on and off-reservation; but, the TCUs need to be cautious and stay true to their missions of serving Native people. President Bordeaux noted that there are Tribal people residing in Canada and other countries, as well as those that have been relocated to U.S. urban areas, many of whom want to be served by a TCU. This amendment could help to facilitate programs that would meet this growing need. President Yarlott suggested that the question is not offering courses online, but whether "we are splitting hairs" in only counting on-campus students [towards eligibility for funding].

OUTCOME: The motion was agreed to by roll call vote, 10 voting in the affirmative, nine voting in the negative, and two abstaining (SIPI and TMCC).

President Shortbull stated that President Martin (IAIA) should have abstained as “this is a Title I issue.” [NOTE: The Tribal College Act’s ISC formula is used to distribute: (1) HEA-Title III formula funding; and (2) the annual interest yield from the USDA-1994 Institutions’ endowment fund. Therefore, any vote on the criteria for eligible student credit hours should be of paramount importance to all TCUs.] President Bordeaux stated that all TCUs are within the circle that is the Tribal College Movement.

VIII. NEW BUSINESS

Annual AIHEC CAO/Financial Aid Meeting Venue

President Shortbull expressed two concerns regarding the hosting of the annual AIHEC CAO/Financial Aid Officer meetings at Salish Kootenai College: (1) cost of sending staff to Pablo, MT every summer for a weeklong conference; and (2) SKC’s practice of awarding CEUs to conference attendees. To address the CEU issue, he suggested that the AIHEC Central office should assume the central role in coordinating the conference; and to address cost, he suggested that the TCUs should rotate the event among TCU regions, similar to the annual AIHEC Student Conference.

MOTION: President Shortbull moved [seconded by President Parrish] that the AIHEC Board of Directors approves the rotation of the annual summer CAO/Financial Aid Officer meeting through the TCU community on a regional basis and that the AIHEC central office play a primary role in the coordination of the meetings.

OUTCOME: The motion was agreed to by voice vote.

On behalf of the AIHEC Board, President Lindquist expressed appreciation to Salish Kootenai College for its years of hosting the very successful and important CAO/Financial Aid Officer meetings.

Extending Tribal Higher Education to Relocated Indians

President Bordeaux and former UTTC president David Gipp discussed the need to serve relocated Indians, such as those in Chicago and other urban centers. They asked the AIHEC Board to consider creating a task force to explore how best to recruit and serve non-reservation, urban Indians interested in pursuing a tribal college education.

MOTION: President Bordeaux moved [seconded by President Guy] that the AIHEC Board of Directors directs the AIHEC Central office to explore extending delivery of postsecondary services to American Indians and Alaska Natives in urban centers.

OUTCOME: The motion was agreed to by voice vote.

TCU Participation at National Congress of American Indians (NCAI) Conferences

President McDonald encouraged all TCU presidents to participate in NCAI conferences as a strategy for pursuing support for AIHEC priorities.

IX. ADJOURNMENT

MOTION: President Lindquist moved [seconded by President Oltrogge] that the 2016 AIHEC Summer Board of Directors meeting be adjourned.

OUTCOME: The motion was agreed to by voice vote.

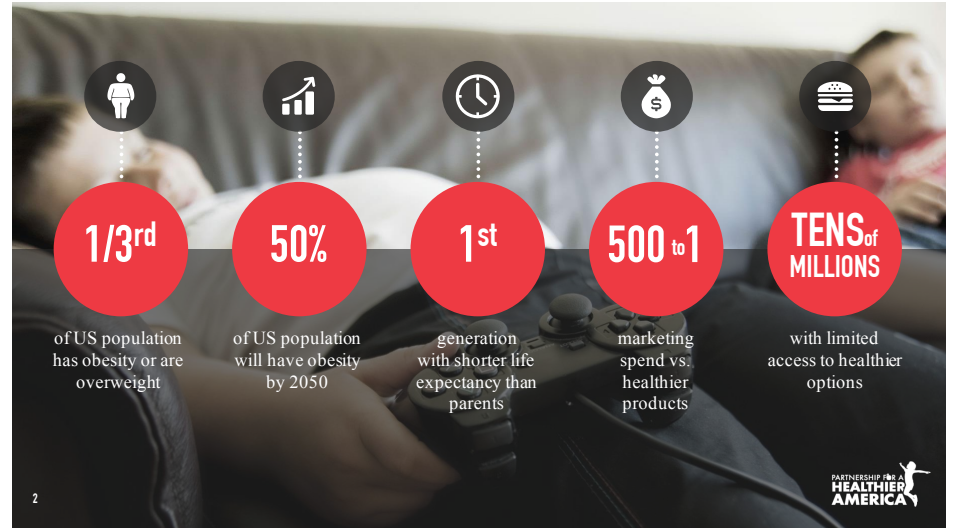
Accordingly, the meeting was adjourned at 12:54 p.m. (local time)

Minutes prepared by AIHEC staff.

Executed and acknowledged by the undersigned being the Secretary of the Board of the Corporation.

Robert Martin, Secretary
American Indian Higher Education Consortium

Date





PARTNERSHIP FOR A HEALTHIER AMERICA

200+ PARTNERS

FOUNDED IN 2010

6 YEARS OLD

BASED IN DC



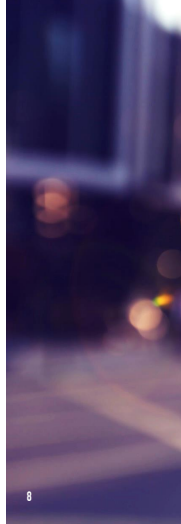
3 WAYS TO PARTNER WITH PHA

COMMITMENTS

SIGNATURE CAMPAIGNS

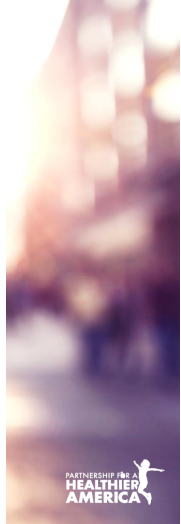
SUPPORTING THE MISSION

PARTNERSHIP FOR A HEALTHIER AMERICA



VERIFIED RESULTS SEE PRIOR YEARS' PROGRESS >

COMMITMENT ELEMENT	COMPLIANCE DATE	REPORTING DATE	VERIFIED RESULTS
Improve by 10% the Nutrient Density (ND) of the overall portfolio of products within the Scope.	June 2016	September 2015	Through a mix of reformulation, healthy line extensions, introduction of new products, and by phasing out products inconsistent with nutrition goals, nutrient density for the overall product portfolio has improved 4.8% from baseline. Average nutrient density across all products in the scope is 40.73, up from a baseline of 38.88.
70% of the volume of products produced within the Scope and 100% of the volume of products intended for children contain <23g total sugars per 170g (6 oz).	June 2016	September 2015	Dannon has met their overall commitment for total sugars reduction with 76% of the volume of products containing <23 g total sugars per 170g (6 oz). Dannon continues to make strides to reduce sugar in children's products with 93% of children's products meeting the sugar standard. This change represents a 2.5 percentage point increase in products from 2014, and is up significantly from 29.2% of children's products at baseline.
75% of the volume of products within the Scope meet the US FDA definition of "fat free" or "low in fat."	June 2016	September 2015	Dannon met its overall commitment for fat reduction with 83% of the volume of products meeting the US FDA definition of "fat free" or "low in fat." This change represents a 13 percentage point increase in low-in-fat and fat free products from 2014 and a 15 percentage point increase from baseline.





Today, 76 percent of Dannon's volume of products and 93 percent of its children's products meet IOM standards for sugar, and 83% of all its products meet FDA standards for 'fat-free' or 'low in fat' – up from 68% in 2013.



There are 40-plus million meals served annually across nearly 50 PHA partner campuses working to make healthier choices easier for more than 1 million students, faculty and staff.

9



Mushroom Council
Research and Information Website

The Mushroom Council and Sodexo switched all-beef burgers in schools to a blended mushroom/ beef burger.

The kids can't tell the difference and as a result the estimates are it will remove 250 million calories, 38 million grams of fat, and 15 million grams of saturated fat from student meals EACH MONTH.



eat brighter!

eat brighter! has resulted in a **3%** increase in produce sales – so strong that the program has been renewed through 2018



Twelve of the nation's largest food brands cut more than **6 billion** calories from their products



8.1 million people who were living in communities with limited grocery options have been helped with the opening/expansion of over **800** new or renovated stores.

Kwik TRIP

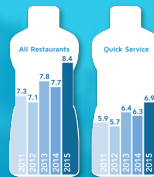
Kwik Trip increased bulk produce sales by **5.5%** in its first year as a PHA partner



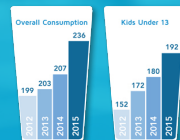
Drink Up's digital advertising proved effective, driving a

+5%* lift in sales of bottled water among our target audience.
8x Return on investment.

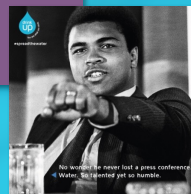
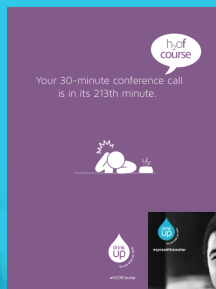
INCREASED WATER CONSUMPTION



Bottled Water



Tap Water



11

70%

of those aware of FNV claimed they consumed and purchased more fruits and veggies after seeing the campaign.



Customers who bought produce increased **25** basis points (.25%) in Farm Fresh grocery stores after executing FNV in-store creative

Over six months, fruit and veggie consumption increased or stayed the same for **91%** of 18-32 year olds in FNV's two target markets

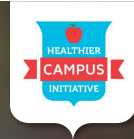
FNV delivers a campaign **10x** its resources due to Team FNV support and earned, owned and donated media



12

HEALTHIER CAMPUS INITIATIVE

Schools agree to a set of changes ranging from food to physical activity to programming to infrastructure – all with an eye on improving the healthier options available to their campuses.



ABOUT 50

campuses have signed on, from the largest state schools to HBCU's to community colleges.




OVER 1M

students, faculty and staff will now have access to healthier options on campus.





13



During their first year in college, students' overweight/obesity rates increase by more than 15%

95% of students are not meeting recommendations for fruit and vegetable intake and 64% not meeting recommendations for physical activity

African Americans, Latinos and American Indians have substantially higher rates of obesity than do White populations and enhanced on-campus wellness efforts has potential for great impact



14

NEARLY 1 in 5

high school students would skip applying to a college based on a campus' health and wellness offerings



15

PHA's Healthier Campus Initiative incorporates guidelines that:

GIVE CHOICE

colleges and universities can choose which 23 of the 41 guidelines they complete

ACKNOWLEDGE PROGRESS MADE

guidelines acknowledge progress made and inspire colleges and universities to do more

ALLOW FLEXIBILITY

colleges and universities have 3 years to complete the guidelines



16

GUIDELINES

- FOOD & NUTRITION**
- PHYSICAL ACTIVITY**
- PROGRAMING**

HEALTHIER CAMPUS INITIATIVE

17

PARTNERSHIP FOR A HEALTHIER AMERICA

PARTNERS

18

PARTNERSHIP FOR A HEALTHIER AMERICA

BUILDING A HEALTHIER FUTURE 2016

PARTNERSHIP FOR A HEALTHIER AMERICA

MORE THAN 90%

of 2016 Summit attendees would recommend the Summit to a friend

Nearly 500 Million print, online and broadcast impressions.

The Atlantic POLITICO *The Washington Post*

More than 75 Million total Twitter impressions

19

PARTNERSHIP FOR A HEALTHIER AMERICA

THANK YOU

PARTNERSHIP FOR A HEALTHIER AMERICA

Stacy Molander
smolander@healthieramerica.org

Amaris Bradley
abradley@healthieramerica.org



**DRAFT RESOLUTION OF THE BOARD OF DIRECTORS
OF THE
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM**

**FALL 2016 MEETING
NEW ORLEANS, LA
OCTOBER 7, 2016**

**RESOLUTION REGARDING:
SUPPORT FOR THE ALL NATIONS LOUIS STOKES ALLIANCE FOR MINORITY PARTICIPATION (ANLSAMP)
PROGRAM**

Whereas, the nation's 35 accredited tribally and federally chartered colleges and universities, along with two developing (non-accredited) tribally chartered colleges (Tribal Colleges and Universities) are collectively the American Indian Higher Education Consortium (AIHEC);

Whereas, the presidents of the 35 accredited Tribal Colleges and Universities compose AIHEC's board of directors, which was incorporated as a non-profit organization in the State of Colorado in 1973;

Whereas, together, the 37 Tribal Colleges and Universities operate more than 75 campuses in the 16 states within whose geographic boundaries the majority of American Indian reservations and federal Indian trust land lie;

Whereas, American Indians and Alaska Natives are the most underrepresented group in STEM disciplines in our nation's institutions of higher education, particularly in terminal degree programs, as well as the U.S. STEM workforce and professoriate and the Academy;

Whereas, the All Nations LSAMP, hosted at Salish Kootenai College, has been funded by the National Science Foundation (NSF) since 1994 (22 years), providing vitally needed technical assistance and professional development in Science, Technology, Engineering, and Mathematics (STEM) to 38 partner institutions, including TCUs, TCU faculty, TCU students;

Whereas, during its first 10 years (1994-2004), the ANLSAMP program made important and unique contributions to advancing STEM participation by American Indian and Alaska Native students through student/mentor research projects, STEM degree program development, and technology assistance;

Whereas, over the past 12 years (2004-2016), the ANLSAMP program has focused its efforts on student retention and recruitment into STEM programs for American Indian and Alaska Native

students through stipends, travel assistance, and opportunities for research, including life-changing international research for students;

Whereas, over the past 22 years, the ANLSAMP program has stimulated awareness of STEM degree programs for American Indian and Alaska Native students through the sponsorship of the Science Bowl during the annual national AIHEC student conference, as well as the STEM Poster and Oral Research Presentations. In addition, ANLSAMP has strengthened ties to other organizations, such as AISES and SACNAS for TCU faculty and students.

Whereas, the goals of the ANLSAMP are to substantially increase the number of Native Americans and other under-represented minorities completing STEM baccalaureate degrees at their 38 partner institutions;

Whereas, some of ANLSAMP's key program objectives are to: significantly expand mentoring opportunities and programs for students; double the number of Native Americans and other underrepresented students participating as ANLSAMP Scholars and completing a baccalaureate degree in STEM; increase by 50 percent the transfer of Native American and other underrepresented STEM students from 2-year partners to 4-year partner institutions; and double the number of Native American and other underrepresented students participating in undergraduate research experiences (REUs);

Now therefore be it resolved, that the nation's Tribal Colleges and Universities strongly support the goals of Salish Kootenai College's All Nations LSAMP program and pledge to work with SKC in achieving the essential goal and important objectives of the ANLSAMP program; and

Be it further resolved, that the Board of Directors of the American Indian Higher Education Consortium urge the National Science Foundation to reconsider, renew and strengthen its support for the vitally needed ANLSAMP program.

Executed and certified that the foregoing is a binding Resolution of the American Indian Higher Education Consortium, by the undersigned, being the Secretary of the Corporation.

Robert Martin, Secretary
American Indian Higher Education Consortium

Date

A I H E C S T U D E N T C O N G R E S S



FALL 2016 NEWSLETTER



WWW.AIHEC.ORG



STATE OF THE CONGRESS

The 2016 AIHEC student congress has been busy since being elected in Minneapolis this past March. The congress has been meeting once every two weeks on a group call to discuss agendas and initiatives. The congress also organized and put on the first AIHEC L.I.F.E. "Leadership In Future Endeavors" conference held at the Institute of American Indian Arts May 24th-26th. The students who attended the conference attended lectures and workshops held by native activist Charlene Teters, student government expert Butch Oxendine, and motivational speaker Chance Rush. In addition the students participated in a glow walk/run and a hike at Bandolier National Monument.

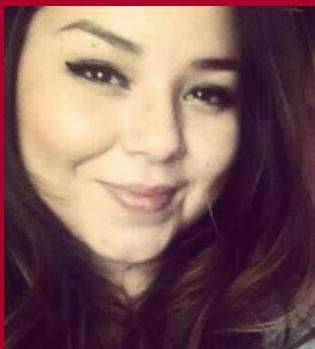
AIHEC STUDENT CONGRESS OFFICERS



CHRISTOPHER SINDONE
President

President Christopher Sindone is a junior pursuing an education in Business at Haskell Indian Nations University. He is Pawnee, Otoe, Ioway, Kiowa, Cheyenne and Oglala Sioux from Perkins, Oklahoma.

BREANNE LUGER
Vice President



Breanne Luger is a junior at Sitting Bull College pursuing a Bachelor of Science Degree in Business Administration and is Lakota/Dakota from the Standing Rock Sioux Tribe. Chapter at Sitting Bull College. Among her honors and accomplishments, she is a four-time Standing Rock Scholar recipient, she is a member of the Native Women's Leadership Program funded by the American Indian College Fund, and is also the American Indian College Fund Student of the Year recipient from Sitting Bull College for the 2015-2016 school year.

BETHANEY TARBELL
Treasurer



VALIRIE SERAWOP
Secretary

Valirie is currently working on her BFA, majoring in Creative Writing with a minor in Performing Arts, at the Institute of American Indian Arts. She is a graduate from Laredo Community College (LCC), in Laredo, Texas, with an AA, in English.



LEROY GRAFE
Historian

LeRoy Grafe is pursuing a double major at the Institute of American Indian Arts for a BFA in Cinematic Arts and an AA in Museum Studies. He is the current ASG Vice President at IAIA. He is a professional photographer, runner, filmmaker, and artist. After getting his BFA and AA he plans to get a MFA in arts administration.



WAYCEN OWENS-CYR
Sergeant at Arms

Waycen is currently attending Fort Peck Community College majoring in Computer Technology and Graphic Design. Waycen will obtain his AAS in 2017 and he hopes to obtain his bachelors at a four year tribal college.

Waycen is an American Indian College Fund Student Ambassador, he is also the 2015-2016 Student Senate President at Fort Peck Community College,

SHEYANNA ASHES

Midwest Representative



Sheyanna Raine Ashes is 18 years old and a full time college freshman at Turtle Mountain Community College. She is enrolled in the Yankton Sioux Tribe of South Dakota and is pursuing a degree in nursing. She has been involved in various leadership positions. She is an active member of TMCC's local AISES chapter. She is also on a youth subcommittee against drugs and alcohol. As an active youth representative she also represents the youth on her tribal Pathway to Prosperity Board. She works as a CNA at the Presentation Medical Center.

ROBBIE RACINE

Northwest Representative



Robbie Racine is the Northwest Regional Representative American Indian Higher Education Consortium (AIHEC). Robbie is working on his AA degree in Health and Fitness. Robbie is from the Blackfeet Reservation in Browning Montana. Robbie is from the Blackfeet Reservation in Browning Montana.



DEL CURFMAN

Southwest Representative

Del Curfman is an enrolled member of the Crow Tribe of Montana. As an artist, Curfman's culture has been a constant influence in his life and his work. His work has been featured in several galleries in the Santa Fe area and he will have a gallery opening in England in the Summer of 2016.



College Fund Report to AIHEC Fall 2016

Student Success Services

TCU SCHOLARSHIP PROGRAM

Scholarship distribution for the fall 2016 term is underway. There are 23 named scholarships in addition to the General Fund scholarship. The total amount disbursed among the 35 eligible schools is approximately \$2.2 million for the fall. Comanche Nation College will share in the distribution for the first time as the newest regular member of AIHEC.

FULL CIRCLE SCHOLARSHIP PROGRAM

Awarding of 2016-17 scholarships is complete with scholarship offers from 69 individual programs going to over 860 students. The total awarded for fall 2016 and spring 2017 is approximately \$3.1 million. Payment of the fall semester portion of 2016-17 scholarships is underway as we verify the recipient's enrollment and GPA.

RECRUITMENT, PUBLIC AWARENESS

Preparations are underway to exhibit at NIEA, AISES and FALCON, and present during NIEA and FALCON conference sessions. We are designing a new model for our visits to the tribal colleges with the goal of educating students, staff, and faculty on the resources we provide in addition to promoting scholarship applications.

CIRCLE OF SCHOLARS

Efforts to expand and enhance our online resources (which we are calling Native Scholars 101) are nearing completion. The upcoming new website will house these resources. Newsletters are sent on a regular schedule to current and past scholarship recipients.

STUDENT AMBASSADOR PROGRAM

Eleven newly selected Ambassadors participated in 2.5 days of training at the College Fund office. Resource Development, Public Education, and Student Success Services staff collaborated to create a transformative and fun educational experience for them. Two of last year's ambassadors also assisted with training.

INTERNSHIPS/CAREER READINESS

Focus2 is the career assessment and planning tool that will soon be available on our web site to assist students in identifying career options. It's a tool that is widely used by high schools and colleges to assist their students with career decision making. Work continues with corporate partners on identifying internship opportunities and additional financial support is being sought to increase the number of internships we can offer.

NATIVE PATHWAYS TO COLLEGE

The Native Pathways team is promoting their program with high school and tribal college staff and students in AK, MT, SD, MN, and WI. Initial applications for both the high school and transfer programs are being accepted.

Research and Sponsored Programs

ACHIEVING THE DREAM TCU COHORT - THE KRESGE FOUNDATION

The Achieving the Dream student success initiative, a three-year (2013-2016) \$750,000 grant funded by the Kresge Foundation, closed in September 2016 with the final report submitted on September 14, 2016. Now with the final report submitted, the College Fund can pursue discussions with the Kresge Foundation regarding expanded work with a new cohort of tribal colleges and universities.

New program assets include:

- Student Success publication featuring Diné College and Salish Kootenai College, along with four other TCUs sharing their approaches to achieving student success
- A film short featuring interviews with key staff and leadership from Diné College and Salish Kootenai College
- Document analysis of key achievements of the grant, to be completed later this fall.

These knowledge products will be used to inform expanded programming in the area of student success and institutional data analysis. Additionally, the Student Success publication will be mailed to all TCUs, and the film will be publically available via the College Fund's YouTube Channel. The document analysis research inquiry will help us understand TCU capacity to use data to make informed systems and educational decisions, and it will also help the College Fund understand how to address challenges in the next level of work.

PLACE-BASED LEADERSHIP AND COMMUNITY ORGANIZING PROGRAM - AMERICAN INDIAN COLLEGE FUND

In 2016-2017 the American Indian College Fund is solely financially supporting the Native Women's Place-based Leadership and Community Organizing program with \$43,000 for six TCUs (four have participated in the past women's leadership programs, and there are two new to the program) at Sitting Bull College, Southwestern Indian Polytechnic Institute, Aaniiih Nakoda College, Cankdeska Cikana Community College, Saginaw Chippewa Tribal College (new), and the sixth TCU - Iłisaǵvik College (new) - will confirm their participation by September 30, 2016. This program targets four main components: 1) Mentorship by women's leadership alumni and/or designated TCU staff; 2) Community action projects; 3) Mentor training; and 4) Scholarship support. The 2016-2017 program kicked off with a webinar for the TCU cohort mentors which provided an overview of the program components, program expectations, and program best practices. A webinar is scheduled for mid-October for the new leadership fellows to gain a deeper understanding and bigger picture of being a part of a sisterhood of Native women leaders across the TCU system.

TCU/HIGH SCHOOL COMPLETION - AT&T FOUNDATION

The TCU High School completion project is a \$500,000 grant received from the AT&T Foundation. This sponsored program will support tribal college and high school partnerships that serve low-income and Native students to increase completion rates in three TCU communities; Nebraska Indian Community College, Tohono O'Odham Community College, and College of the Muskogee Nation. The focus will be on identified cohorts of students to increase persistence rates, improve grades in core subject areas, increase attendance rates, and support individualized interventions

that address specific student issues. A webinar was hosted by the College Fund and Design Coach/Consultant on August 25, 2016 to provide the three grantees with program objectives, awards, data collection, and reporting. The design coach is in the process of scheduling site visits at the three sites to provide technical assistance in planning, designing and implementation of the program with the TCU and high school project team.

TCUs BUILDING SUSTAINABILITY PATHWAYS - MARGARET A. CARGILL FOUNDATION

The Building Sustainable Pathways (BSP) project is a \$1,350,000 grant received from the Margaret A. Cargill Foundation. This sponsored program focuses on environmental sustainability, supporting building capacity at TCUs located in the upper Midwest states (North Dakota, South Dakota, Wisconsin, Minnesota, and Montana). July marked the beginning of year three of this three-year program. With the launch of year three, the College Fund made a significant change by hiring a full-time Program Administrator to ensure targeted and strategic implementation of the core component of this grant: TCU Internships, TCU Curriculum grants, Faculty fellowships and faculty professional development, and BSP Student fellowships. The annual report for year two was submitted to the MACF on July 31, 2016. Feedback from the Program Officer at MACF invited the College Fund to pursue a renewal grant. The timeline for project concept and application are under negotiation with a target start date for the new BSP program in July 2017.

To date, all of the remaining 29 BSP student fellowships are filled. In August, four 2015-2016 BSP student fellows attended the College Fund's annual ORSP Faculty Research Conference in Denver. The students presented their research in a featured poster session.

Three TCU curriculum grants are to be awarded this fall and two TCUs already completed the application process. Additionally, TCU Internship grants will support up to eight new TCU student interns. Finally, recruitment for three remaining faculty fellowships is underway, with the potential of filling these opportunities by mid-October 2016.

MELLON MASTER'S FELLOWS - ANDREW W. MELLON FOUNDATION

The Mellon Master's Fellowship is a four-year grant (\$500,850) from the Andrew W. Mellon Foundation to provide twenty fellowships to tribal college faculty or staff to earn a master's degree while continuing to work at their TCUs. The fellowships were split into two cohorts (ten fellows per cohort) providing two years of funding for each of the fellows. The first cohort was successfully funded from May 2014-May 2016. As for the second cohort, three fellows were awarded in 2015. To date, one fellow finished his MFA from the Institute of American Indian Arts and the other two are on track to finish their programs by May 2017. Eight fellowships were awarded in 2016. Five fellows attended the 3rd Annual Research Convening held at the beginning of August 2016 in Denver, CO.

MELLON CAREER ENHANCEMENT FELLOWS - ANDREW W. MELLON FOUNDATION

The Mellon Career Enhancement Fellowship is a three-year grant (\$500,000) from the Andrew W. Mellon Foundation to continue administration of fellowships to tribal college and university (TCU) faculty to complete their terminal degrees. The fellowships are awarded to TCU faculty who have completed all require coursework and comprehensive exams; the funding and mentoring support

the fellows through the writing stage of their dissertations. The grant was renewed in 2016 and will fund eight TCU faculty with one-year fellowships to complete their dissertations over the three-year grant cycle. To date, one fellowship was awarded to a faculty member at Salish Kootenai College who is a Doctoral Candidate of Education (Ed.D.) in Educational Leadership at Montana State University. She, along with her dissertation advisor, attended the 3rd Annual Research Convening held at the beginning of August 2016 in Denver, CO.

NYSWANDER-MANSON FACULTY FELLOWSHIP AND BLANCHARD FACULTY FELLOWSHIP

The Nyswander-Manson and Blanchard Faculty Fellowships are one-time grants awarded to tribal college and university (TCU) faculty members who are working on their doctorate degrees or terminal Master's Degrees. The Nyswander-Manson Fellowship is offered to faculty members working at TCUs with four-year degree programs. The Blanchard Fellowship is available to TCU faculty members from both two- and four-year TCUs. The fellowships are designed to assist with tuition, travel expenses, research and the like prior to the dissertation stage. In addition, the Nyswander-Manson Fellowship is designed as a pipeline for the Mellon Career Enhancement Fellowship program. This year, the Blanchard fellow is working on her Ed.D. at the University of Mary and the Nyswander-Manson fellow is working on his Ph.D. at the University of Alaska-Fairbanks.

TCU EARLY CHILDHOOD EDUCATION INITIATIVES

Cultivating Lakota Early Learning Opportunities – Grotto Foundation

The Grotto Foundation is a one-year grant (\$25,000) to support Sitting Bull College's early childhood center, the Lakota Language Immersion Nest; this grant will end October 31, 2016. The grant supported the tribal college in developing Lakota language curriculum – a scope and sequence focused on Lakota letters and sounds. The initial goal was to develop seven unit lessons. To date, the project developed 37 lessons, which are accompanied by learning tools (manipulatives) made from natural materials: letter manipulatives made from white beans, wood chips, etc. On September 12 and 13, the College Fund's TCU ECE Program Officer conducted a site visit and filmed interviews. The site visit revealed strong improvements from the first site visit in 2015, with new materials forthcoming to enhance their Lakota language learning in two classrooms. In order to seek further funding with the Grotto Foundation, the College Fund will have to wait for them to release their new strategic giving plans, which may be completed by January 2017. The success of this grant contributes to our organizational goals in the areas of public awareness, building tribal college capacity, and developing pathways to student success.

Restorative Teachings Early Childhood Initiative – W.K. Kellogg Foundation

Restorative Teachings is a new two-year early childhood education initiative, supported by a \$1.54 million dollar grant awarded to the College Fund by the W.K. Kellogg Foundation. The Restorative Teachings grant launched January 1, 2016. Four tribal colleges are grantees: Keweenaw Bay Ojibwa Community College (KBOCC), Sitting Bull College (SBC), Southwestern Indian Polytechnic Institute (SIPI), and Northwest Indian College (NWIC). The focus of Restorative Teachings is to develop and strengthen early learning opportunities in the areas of health and wellness and pathways to securing families. The TCUs are supported to develop co-

visioning, co-planning and implementation their first year of implementation. Since July, the project released a film short that features each project site. This film short can be found on the College Fund's website at: www.collegefund.org/content/restorativeteachings

Each month TCU grantees have an opportunity to submit a blog that shares a story about process, accomplishments or an event. Recently, SIPI and NWIC shared their Indigenous farming and harvest stories. Keweenaw Bay and Sitting Bull College will soon submit a story from their projects.

Since July, the Restorative Teachings ECE Initiative has been invited to participate in a number of national dialogues – drawing upon what we are learning, we share cross-site program knowledge with a variety of audiences at conferences, including the College Fund's 3rd Annual Research Convening (August), National Congress of American Indians (September), Native Children's Research Exchange (September), Federal Reserve Bank of Minneapolis: ECE Conference (October), and the National Association for the Education of Young Children (forthcoming November).

Please share the College Fund's early childhood education initiative, Restorative Teachings, with colleagues, other TCU presidents, and with potential partners interested in strengthening early childhood education across Indian Country.

BUILDING CAPACITY FOR RESEARCH WITH TCUs - LILLY ENDOWMENT, INC.

A Building Capacity for Research Initiative (BCRI) funded by the Lilly Endowment, Inc. in the amount of \$1,595,000 to the College Fund was secured in July 2013 as part of a partnership seeking to "build capacity in Indian Education." This grant is administered by ORSP and designed to establish a comprehensive research program focused on conducting internal research and project evaluation to inform the College Fund's decision making processes around program development and broadly disseminate research findings about the work of TCUs. The goal was to build capacity for research within the College Fund and to assist the creation of a more formalized and effective data and research culture across the TCU system. The proposed summary of the grant goals includes:

1. Development of College Fund internal research capacity;
2. Increasing College Fund data-driven fundraising capacity; and
3. Increase College Fund engagement and leadership in Indian Education Research on American Indian and Alaska Native student success.

ORSP completed a three-month evaluation of the BCRI. The evaluation contained two major components. The first was a document analysis, which provided an essential overview of the BCRI efforts in the first three years of the grant. The second was an assessment of the College Fund's organizational capacity in regards to research, data collection, storage, and usage processes. The evaluation was both summative and formative.

ORSP hosted the 3rd Annual Research Convening, August 1-2, 2016. There were sixteen TCU faculty presenters, seven faculty fellows, five student fellows and three College Fund TCU student interns

in attendance. In addition to the research presentations by TCU faculty, TCU student fellows/interns presented their research in a poster presentation session.

Three ORSP 2016 TCU Research Interns completed their work for the College Fund on August 3, 2016. During their just over seven week internship experience, they were able to increase their knowledge of research, develop literature review, and present their research focused on the following topics: Early childhood education, student success, and higher education.

ORSP also provided College Fund staff the opportunity for professional development. Dr. Steven Culpepper, an associate professor from the University of Illinois facilitated a two-day session on Survey Design on August 17-18, 2016.

NATIVE ARTS AND ENERGY/WATER EFFICIENCY INFRASTRUCTURE PROGRAM—MARGARET A. CARGILL FOUNDATION

The Margaret A. Cargill Philanthropies awarded the College Fund a three-year \$3 million grant in December 2015 to support two initiatives at TCUs in the Midwest, TCU Arts and Energy Infrastructure Project: 1) Traditional Native Arts Infrastructure – to increase the availability of well-designed arts classroom and studio space; or designated space and equipment that aids in the preservation of traditional and endangered arts associated with community outreach and academic coursework through renovation, repair, and limited construction; and 2) Energy and Water Efficiency Infrastructure – to conduct comprehensive energy and/or water audits and enhance the energy and/or water efficiency in campus buildings (e.g. projects such as energy efficient windows and doors, water projects such as low-usage toilets and reclaimed water especially focused on cost-saving measures and other infrastructure).

Total funded grants include: three Traditional Native Arts Infrastructure Grants and seven Energy/Water Efficiency Grants. In July and August the following grant awards were made:

- Nueta Hidatsa Sahnish College - renovation of arts classroom, replacing doors and lighting fixtures, air sealing electrical outlets, building vestibules, installing a wind turbine, solar water heating system, and purchasing a portable solar power trailer;
- United Tribes Technical College - renovation of arts classroom;
- Cankdeska Cikana Community College - adding duct work and insulation to heat a hallway, replacing interior lighting in a few areas around campus, replacing outdoor lighting to high efficiency lights, and replacing the electrical panel for the college;
- Lac Courte Oreilles Ojibwa Community College - roof replacement and insulation, upgrading lighting, and upgrading library HVAC;
- Sisseton Wahpeton College - replacing existing campus lighting with LED lighting;
- Sitting Bull College - replacement of energy efficient windows on student housing; and
- Turtle Mountain Community College - installation of solar panels, exterior stimulated stone veneer siding, metal roofing, interior insulation, and new doors.

Four additional proposals are in the final stages of development. Follow-up on the five additional applications is currently being conducted and should be awarded in December 2016.

RESTORATION AND PRESERVATION OF TRADITIONAL NATIVE ART FORMS AND KNOWLEDGE GRANT- MARGARET A. CARGILL FOUNDATION

The goal of the Restoration and Preservation of Traditional Native Art Forms and Knowledge grant is to expand knowledge and skills in the endangered art forms at the tribal colleges and universities. The American Indian College Fund was granted a six month extension that would allow the Traditional Native Arts grant to conclude in March 2017.

The four TCUs who received the three-year grant awards are currently in the last year of their grant. Oglala Lakota College, Turtle Mountain Community College, Sinte Gleska University and Leech Lake Tribal College will conclude with their grant in December 2016. They will be submitting their final report in January 2017.

Three TCUs are currently finishing up their four-month grant – July to October 2016. Sisseton Wahpeton College, Lac Courte Oreilles Ojibwa Community College and Sitting Bull College were all awarded for the four month grant period. Final reports for the TCUs participating in the July to October 2016 grant period will be due on November 30, 2016. The following Traditional Native Art forms have been developed during this grant period; Star Quilt Making, Pottery, Traditional Native Games and Bow Making.

To close out the three-year MACF grant, one last four-month grant award will be available. The grant period will run from November 2016 to February 2017. All 13 participating in the upper-Midwest will be allowed to submit applications. Grant awards will range from \$8,000 to \$10,000.

CULTURAL PRESERVATION & REVITALIZATION - NATIONAL ENDOWMENT FOR THE HUMANITIES

The final report templates were sent to the 24 participating TCUs in October. Final reports are due on November 30, 2016. Preparations for 2017 disbursement will be conducted in October 2016.

CULTURAL PRESERVATION - ANHEUSER BUSCH FOUNDATION

The Anheuser Busch Cultural Preservation grant is a one-grant award in the amount of \$50,000 and it is awarded to one TCU per grant period for the purpose of cultural preservation. Fond du Lac Tribal and Community College is the current recipient of the Anheuser Busch Cultural Preservation Grant and they will be submitting their final report on September 30, 2016. For their year-long grant project they have focused on the following activities:

- Providing continuing education unites of traditional activities that support Ojibwa teachings.
- Providing language lessons to teach at their OOC Child Care Center.
- Provide a week-long summer empowerment camp for elementary students.
- Establishing a Native American art gallery and venue for local artisans.
- Establishing a student drum group.

The next award for the 2016-2017 will be awarded in late October/early November. Calls for applications will be conducted in October 2016 and will be available to invited TCUs only. The amount of the one-time grant will be \$50,000 for one year.

Public Education

NON-PAID SOCIAL MEDIA

Our social marketing and social media seek to engage the mission values, awareness, and enhance the College Fund's direct marketing, branding, and communications efforts.

WEBSITE REDESIGN

The wire frames for the website layout are finalized and the layouts are compatible with mobile devices and all major web browsers. We are currently populating content, both new and rewritten, as well as new photos and art, and expect testing to be completed by the end of September, which is necessary before going live, to ensure all pages, links, formatting, back-end donations forms, and the like are functioning and are interacting properly.

To ensure that the website is providing the ultimate user experience for donors and potential donors, Resource Development hired Vladimir Jones to create the map for the donor journey. We are now incorporating the Luminare Online technology, the new on-line engagement tool, which will be incorporated into the new website. The tool is part of the Blackbaud suite of tools, allowing the College Fund to capture all data that a user enters into a form (such as a sign-up for a newsletter, a donation form, or purchase form for an event ticket) into the College Fund's data base, while keeping records of the ways users prefer to be interacted with, types of supporter they are, etc., to be sure to communicate with them in an appropriate manner to ensure the longevity of our relationships with our supporters.

BLOGS

The College Fund blog is geared for donors, with the purpose of allowing them the ability to learn more about the College Fund, the students and TCUs we support, the ways in which we support them, all with the purpose of engaging donors for a continued donor relationship.

The President's blog's intended audience is also donors and those specifically interested in the workings of Native higher education and the issues facing students, faculty, and staff. The purpose of the blog is to position and showcase the president of the College Fund as an expert in issues in Native higher education.

The Office of Research and Sponsored Programs blogs is geared for faculty and staff at TCUs that are engaged in research or participating in programs sponsored by the College Fund. The blog is an opportunity for them to get the latest in shared research findings, learn about program outcomes, learn about upcoming program opportunities, and more.

The Student Success Services blog's intended audiences are students and alumni that are or were former College Fund scholarship recipients. The blog includes information of interest such as upcoming scholarship information, student success stories, career information and tips.

All four blogs are located on the home page of the current College Fund web site. Each will be reachable from the home page, the Student Success Services pages, and the ORSP pages of the website after the website redesign.

In September, Cheryl Crazy Bull is using the President's Blog as a forum to talk about the North Dakota Pipeline issue, and how tribal colleges are educating the next generation of leaders and informed citizens to address issues that impact their communities. Public Education is also creating a Photo Blog format to showcase the work that the Native Arts project is doing in the Office of Research and Sponsored Programs. In addition, we have received blogs from students about their professional internship experiences and how a tribal college education helped prepare them for their careers.

Two tribal college alumni will blog about how their tribal college experience prepared them to discuss the pipeline issue and lead as voices for preserving all citizens' rights to clean water. Posts this quarter include:

- Community Supports Northwest Indian College Garden Curriculum
- Gardening Event Embraces Restorative Teachings
- Navigating College in Alaska
- Tribal College Students Experiencing First National Party Convention (an exploration of an internship opportunity offered by AT&T)
- College Fund Welcomes Three Summer Interns

ANNUAL REPORT

The 2015-2016 FY annual report writing process has commenced. A smaller number of reports will be printed this year, with the report to continue to be published online in a catalog format that will allow readers to browse or download in a PDF format on the College Fund website. We are considering various formats, including an abbreviated report without financial data included, and printing our financials separately (as well as posting on the web site, as required).

Resource Development

COMMUNITY ENGAGEMENT/EVENTS:

With about 500 community network members in New York, Chicago, Southern California, San Francisco/Silicon Valley and Minneapolis recruited in 2015-16, this year our plan is to leverage those members by asking them to host an event to introduce the American Indian College Fund to their personal and professional networks. To date we have approximately ten prospects against a goal of 30.

In addition, we created online communities on Facebook for both the Chicago and New York network members.

Our rescheduled Chicago luncheon fundraiser will take place on Tuesday, October 4. As of today we have about 120 people attending, with the potential of adding another 30-40 people. Keynote speaker is Bethany Yellowtail, fashion designer behind the brand b.yellowtail. The Chicago NBC affiliate is providing the MC, Marley Kayden, as well as advance publicity via broadcast PSA and social media promotion.

The New York Flame of Hope Gala is scheduled for Tuesday, April 25, 2017 at Gotham Hall. AT&T again committed to the \$50,000 presenting sponsorship. Through our partnership with Wieden +

Kennedy we reached out to explore the potential for Neil Young to perform at the Gala. Unfortunately Young will be in Australia on tour in April and will be unable to join us. We are continuing discussions to see if his appearance may be possible in 2018. In the meantime we are exploring a short list of alternatives and hope to have an announcement soon. We are also reaching out to secure additional sponsorships and table sales.

Accountability and Transparency

CHARITY WATCHDOG RATINGS

The American Indian College Fund meets all charity watchdog standards:

- On June 1, Charity Navigator, the nation's top charity evaluation system, updated its rating system with changes to its financial health rating metrics. Upon close review, we learned the College Fund was unfairly rated lower due to Charity Navigator overlooking our posting of our audited financial statements on our website – a key rating metric. We were notified in September that their oversight was rectified, and we are happy to share the College Fund now received **a four-star rating**, the highest rating possible, for sound fiscal management and excellent transparency.
- In June 2015, the College Fund was reaffirmed by the Better Business Bureau's Wise Giving Alliance as meeting its 20 Standards for Charity Accountability. The College Fund is authorized to use its seal of approval for another two years, ending June 2017.
- The College Fund earned the "Best in America Seal of Excellence" from the Independent Charities of America. Of the one million charities operating in the United States, fewer than 2,000 organizations have been awarded this designation.
- The College Fund received a "B+" rating from *CharityWatch* (formerly the American Institute on Philanthropy) and is the only American Indian organizations classified under its index of top-rated charities.

Building Sustainability Pathways Faculty Professional Development Grant



The American Indian College Fund is providing a one-time professional development grant to assist faculty members at Tribal Colleges and Universities (TCUs) in North Dakota, South Dakota, Minnesota, and Wisconsin. TCU Faculty or adjunct instructors must be working in the field of environmental sustainability (with an emphasis on place-based knowledge).

Professional development grants may be used for the following:

- Tuition/fees
- Fees
- Books
- Software
- Presentations
- Related Trainings
- Guest Speakers
- Other educational expenses related to Environmental Sustainability

Rolling submission process

No longer accepting applications after January 31st, 2017

Limited number of grants! Maximum amount of grant is \$2,000.00.

For questions or additional information, please contact Natalie Youngbull, at 303-426-7767 or nyoungbull@collegefund.org

Dr. Katherine Campbell

Dr. Katherine Campbell, Winnebago/Meskwaki/Pomo, is a 2010 graduate of Penn State University where she earned her Ph.D. in Educational Leadership. She has been hired as the Bureau of Indian Education's Office of Research, Policy, and Post-Secondary Program Analyst. She has worked for the BIE for the last eight years in the Division of Performance and Accountability: Supplemental & Special Education Programs, Central Office, and ADD BIE Operated before returning to DC.

Before joining government service, Dr. Campbell was the former Assistant Principal at Winnebago Public School from 2003-2007 where she also served on the Board of Trustees for Little Priest Tribal College. She also worked as an elementary teacher for eight years in Winnebago before attending The University of South Dakota where she earned her Master of Arts in Educational Administration. Dr. Campbell attended Sinte Gleska University before earning her Bachelor of Arts in Elementary Education at Augustana College. She has also served as a Student Member on the Board of Directors for the National Indian Education Association.

Dr. Campbell will be moving to Virginia and is the mother of seven children: Megan, Becky, Courtney, Stacia, Turner, Maxihikio, and Wannassita Kameqkua.

**Tribal College and University Library Association (TCULA)
Report to the AIHEC Board
September 2016**

Alaska:

Iisagvik College, Barrow, Alaska - Tuzzy Consortium Library has been awarded a substantial National Science Foundation grant. The project, Documenting Endangered Languages, will allow Public Service Librarian, Erin Hollingsworth, to continue her work on the Iñupiaq Language Database.

Library staff are collaborating with the Iñupiaq Heritage Center staff as members of the Sustainable Heritage Network Tribal Stewardship Cohort Program. Training in 2016-2017 will focus on learning about the applications of the Mukurtu content management system and the digitization and preservation of materials in a culturally responsive manner. The library is represented in this effort by its cataloger, Jason Russell.

Library Director, David Ongley, is currently involved in the process of applying to become a member of the Federal Depository Library Program.

The Iñupiaq Edge program is ongoing with continued curation of Iñupiaq resources and content utilizing the AWE early learning machines and the Biblioboards platform. This project has involved all library staff in partnership with the North Slope Borough School District and is funded by the Alaska State Library

This fall the library is hosting two Iñupiaq language courses for the college using its video conferencing system to reach distant students.

Tuzzy Library's archival collection is growing significantly with the donation of government and private collections. A donation of 35 boxes of aerial photographs of the North Slope coast taken by the US Navy in 1948-49 has been added to the archive.

The Tundra Times Newspaper database has received a data expansion that added twelve years' worth of content. Archivist, Christie Burke, has been working to create an historical retrospective of the Alaska Federation of Natives (AFN) for their 50th anniversary celebration in October from this database.

This year's summer reading program was very successful with over 300 participants reading almost 2,500 books from communities all across the North Slope.

Kansas:

Haskell Indian Nations University, Lawrence, Kansas – Fall 2016 semester began on August 8, 2016 with 395 freshman and a total enrollment of 834 students. Library operations at the beginning of the semester included the issuing of textbooks to students for their freshman and sophomore courses.

The library staff said goodbye to one of their library technicians that resigned in August, and is currently in progress of succession planning for another staff member due to retire at the end of

the Fall 2016 semester. We currently have four library employees and seven institutional work-study students that assist staff with circulation services and textbook management.

Academic databases continue to be an integral part of supporting our student's success. We currently subscribe to twenty-one databases with EBSCO, ProQuest, HeinOnline, Credo, JSTOR, ABC-CLIO and Alexander Street Press. (Haskell Databases: <http://www.haskell.edu/library/databases.php>)

This past summer we worked on the final installment of updating our shelving, and which also gave us the impetus to begin weeding and inventorying the General Collection. Weeding the collection has been long overdue, especially when coming across a title such as "Betty White's Teen-Age Dancebook!" The shelving, weeding, and inventory projects allowed us to reconfigure space (again) to accommodate for group study and for teaching in small groups.

During the semester the Haskell Library and Technology Learning Center are open Sunday-Thursday until 9 p.m. and from 8-5 p.m. on Friday. We are closed Saturdays and on federal holidays.

Michigan:

Keweenaw Bay Ojibwa Community College, Baraga, Michigan – The summer was very quiet here at Keweenaw Bay Ojibwa Community College. The summer session closed the end of June. During that session some tutoring occurred for a few students.

One librarian, Kit Laux, is involved in the Native Food Pathways. She had students doing an internship for the program. They collected native seeds during the summer to create the beginning of a seed library that is housed in our library.

Our college was closed much of last week to honor the fallen Beartown Firefighters from the Keweenaw Bay Indian Community. Many students, staff, and faculty were affected by this tragedy in our community. The start of the semester has been pushed back to this week.

Saginaw Chippewa Tribal College, Mount Pleasant, Michigan – The Saginaw Chippewa Tribal College Library is now settled in its new location in the Student Resource Center building. Students and faculty are enjoying the increased space now available. The improved lighting in this building makes it much easier to locate materials on the shelves and new shelving is anticipated this fall which will increase the size of the circulating collection. The library continues to sort and add materials from the professional collection of retired professor of Native Studies Mico Slattery.

Minnesota:

Leech Lake Tribal College, Cass Lake, Minnesota – This summer, the Leech Lake Tribal College Library was awarded an LSTA grant to launch iCamp, a series of digital workshops for middle schoolers. iCamp instructors, library assistant Jennifer Hauschildt and library intern Mike Auginash, spent five weeks traveling to different communities on the Reservation, using iPads to conduct free classes in 2-D art, 3-D art, cartoon animation, and stop-motion film. This fall, through funding from the Blandin Foundation, the library will continue to focus on digital inclusion as it partners with the Leech Lake Education Division to offer computer classes to LLTC students and Reservation employees, providing students with a free refurbished computer upon completion of basic coursework.

Red Lake Nation College, Red Lake, Minnesota - The Medweganoonind Library at Red Lake Nation College had its one year anniversary on August 17, 2016. The library staff spent the summer rearranging collections to accommodate the growth we've had this past year. We added almost 4,500 resources to the library over the 2015-16 school year, and we now have just shy of 7,000 books, DVDs, and audio books. We also hired an archives assistant to help prepare the archives to be moved into the new space. The most exciting news is that we were awarded an IMLS Enhancement Grant for the next two years in order to develop community programming and really help develop library services for the community as well as the college.

Montana:

Aaniiih Nakoda College, Harlem, Montana – Aaniiih Nakoda College Library is beginning the 2016-17 school year with some exciting news. The ANC Library will be administering a grant awarded to the Fort Belknap Indian Community to promote lifelong learning among residents of the Fort Belknap Indian Reservation. The project will be carried out through outreach programs that address topics of identified community interest and feature engaging, hands-on educational activities related to STEM (science, technology, engineering and mathematics) and health/wellness, as approached through the lens of Aaniiih and Nakoda language, history and lifeways. Outreach programs will be planned, implemented and evaluated in cooperation with a network of community partners and delivered in all three reservation communities (Fort Belknap Agency, Hays and Lodgepole). Special emphasis will be placed on outreach to youth. Project outcomes include increased community awareness of and participation in programming; amplified interest in and knowledge of science, technology, health/wellness and Aaniiih and Nakoda culture; more use of library resources; and augmented college- and career-readiness among reservation youth. The project will be carried out over a two-year period.

The ANC Library recently joined the TRAILS (Treasure State Academic Information & Library Services) consortium in order to take advantage of reduced cost databases that will provide ANC students access to scholarly materials from across the globe.

Thank you for your continued support of the Tribal College Libraries!

Blackfeet Community College, Browning, Montana - Medicine Spring Library at Blackfeet Community College has undergone many changes since the spring. Our library director of 8 years, Ginny Weeks, retired at the end of July. Aaron LaFromboise is currently the acting director. Aaron also finished her Master's Degree in Library and Information Science this summer! We hired a temporary employee, Ali Smith, who is a BCC alumni and has a degree in Computer Technology. We are very happy to have Ali on the team.

The actual library has gone through many changes. The Reference collection, along with a donation that had been sitting as a special collection near the Reference, have been inter-shelved with the regular collection. This will help students find the material that they are looking for in one place, rather than having to look for their material in several places before they find what they are looking for. By inter-shelving the Reference and special collection the library was able to remove shelving to make way for the next part of the changes in the library layout. The library now has a central reference/circulation desk, in the past the desk was in a corner just inside of the entrance. Library Technicians, who had previously had their work desks as a part of the reference/circulation area, moved into their own office. The two library technicians share an office space that had once been just a staff break room. This move will give the technicians the ability to work on projects uninterrupted. Consequently the new central reference/circulation desk has each library employee take scheduled shifts so that no one person is in their office all day.

A student reading area/collaboration zone has been created in the space vacated by the library technicians. There are now couches and café tables available for students to hang out at. Two movable whiteboards were purchased for students to be able to do their work anywhere in the library. The final change that the library has gone through is the children's area, which had previously been a shared space with magazines, journals, and newspapers. This expanded children's area will give kids the ability to use the library space without worrying about being in the way of adults wanting to read the newspaper.

We are looking forward to the new school year and the many changes that will come with it.

Chief Dull Knife College, Lame Deer, Montana - Collaboration with the library and the Boys and Girls Club was formed this summer. There were 35 children from the Boys and Girls Club that participated in a variety of activities at the library throughout the summer.

Storytime, fabric painting, mural painting, chemistry experiments, rocket launching and robotic demonstration. Chief Dull Knife College Science Interns were the guest speakers for the chemistry, rocket and robotic workshops.

In May the library hired Thelma Peppers. Thelma transferred from the registrar's office. Thelma has worked for Chief Dull Knife College for 16 years so she is well acquainted with the students and staff. Her knowledge and expertise of the college is much appreciated. Thelma will be working the circulation and reference desk.

Summer session was bustling. There were one hundred eighty six students enrolled for summer school. Every computer was occupied and circulation was up.

The library continues to attend Alma trainings and staff is working on their Alma certification. The library has joined a new consortium TRAILS (Treasure State Academic Information and Library Resources). TRAILS is a consortium of non-profit academic libraries in Montana.

Little Big Horn College, Crow Agency, Montana – The library and archives staff began its initial work on the accreditation self evaluation report and visit coming up in the spring of 2017. This is the Year 7 report. Planning for the report began with staff meetings with the LBHC Accreditation Liaison Dr. Janine Pease.

The summer children's reading program ran for six weeks with a wide variety of kids from ages five to twelve. Books with Native American and Crow content were used.

The donation of the personal, professional library of well known scholar of Native American and Crow history Dr. Frederick E. Hoxie was received after his retirement comprising some 800 volumes. All duplicates will go to the other tribal college libraries. In addition, Richard Gruber of Wyoming has promised the donation of the forthcoming republication of the entire set of well known photographer and scholar Edward S. Curtis's epic multivolume set *The North American Indian*. The limited edition, leather bound set will be sold for \$25,000 beginning in 2017.

The library staff continues to attend (its upcoming new automated system) Alma trainings and staff will be working on their Alma certification. The library has joined the new consortium TRAILS (Treasure State Academic Information and Library Resources). TRAILS is a consortium of all 24 academic libraries in Montana (including tribal, community, private, and public colleges and universities). The library has already begun to benefit from the buying power of the consortium. One particular journal and magazine database which the library has been purchasing for over \$6,000 annually will now cost only \$1,200.

Library staff have recently undergone training in their new chip based state of the art videography system from Dr. Frank Tyro. Dr. Tyro is the recently retired director of KSKC public television station of Salish Kootenai College. Recordings consistent primarily of elder cultural presentations and community events such as Crow Fair. All new recordings will be seamlessly integrated into the new digitized system and will eventually be available on the Internet. This new system is discussed below.

Since mid-June, the Little Big Horn College Archives has primarily focused on the digitization grant funded through the Institute of Museum and Library Services (IMLS). Chrislyn Red Star, the Audio/Visual Technician, has digitized approximately sixty five hours of audio and trained extensively with video digitization. She completed the Native American Graves Protection and Repatriation (NAGPRA)/Chief Plenty Coups Collection and is going to work on smaller collections, digitizing both audio and video, in order for a group of community members to give feedback on the overall trajectory of the project. The Archivist has worked closely with Chrislyn on the metadata and performing quality control.

While the focus of activities in the Archives has revolved around digitization work, several collections have been processed or materials added to pre-existing artificial collections. In July, the Crow Bilingual Materials Collection was processed. This collection holds curriculum from

the 1970s and 1980s that trained local students in speaking, reading and writing the Crow language. The collection also holds student records, which have a restriction placed on them. The Crow Indian Historical Collection, an artificial collection designed to integrate material with archival value but lacking a specific provenance, had materials added to it including:

1. Crow Indian World War II Veterans
2. Crow Indian Land Operations, Photographic Highlights, 1966-1972
3. Agreement and Initial Survey, Crow Indian Tribe and Raven Oil Company, 1983
4. Student Poetry, Crow School, 1981-1982
5. Class and Employee Photos, Crow School, 1982-1983

Recently discovered was a large number of photos of the Black Canyon Youth Camp from 1977 and 1978. These also lack a provenance as did the Black Canyon Youth Camp yearbooks from 1964 to 1968. The yearbooks have proven popular with patrons, so it was decided to combine the photos and yearbook to create a collection titled Black Canyon Youth Camp Collection. Also, during the summer the number of outside researchers increases which diverts some attention away from processing.

Salish Kootenai College, Pablo, Montana - The SKC/D'Arcy McNickle Library's summer efforts were focused on weeding projects. Significant portions of unused, outdated bound journals currently available through online access were weeded. Outdated portions of our Natural Resource collections were also greatly reduced in size. Throughout the project we were able to evaluate our remaining resources and improve our collection development planning for these collection areas. We are excited to decrease the unusable clutter and increase accessibility to the more relevant information for our students!

Also, over our summer the library hosted another successful "SKC Staff Summer Reading Challenge." The challenge had 4 staff teams competing against each other for the most books read over the summer. In 13 weeks, 44 SKC employees read over 270 books with the winning team receiving gift cards, and all participants given t-shirts for their efforts! A great time was had by all!

We also hosted our annual summer reading program for the community. We had over 80 participants and held 6 regular storytime programs throughout the summer. Over 806 total hours were read by our participants!

The library looks forward to another exciting school year!

Stone Child College, Box Elder, Montana –The Stone Child College/Rocky Boy Community Library (SCC/RBCL) has been busy getting the library ready for the new school year. New textbooks have been purchased and placed on reserve in the library for student use. The SCC/RBCL has also been assisting elders on campus Helen and Ethel Parker with creating materials for their Cree language workshops and classes. The library staff have been assisting Gerard Vandenberg with collecting pictures for his Open House about the history of the Rocky Boy Reservation. This Open House is to celebrate the 100 year anniversary of the reservation. On July 27th the library hosted a Family Coloring Night. The event brought twenty-six people into the library. In the last couple of months almost a hundred new books have been added to the

collection. The SCC/RBCL has been doing a lot of planning for community events that will be held over the upcoming year. In October the library is planning a Harry Potter themed Halloween Party. In December the library is planning another annual Christmas party that includes pictures with Santa.

Nebraska:

Nebraska Indian Community College, Santee Campus, South Sioux City Campus, Macy Campus - The summer months are more quiet for the library as fewer students attend the summer session. But as for all sessions, the library staff helps tutor students with math, writing, and any other areas of concern.

Accuplacer was installed and is currently being utilized for student placement in math and English courses. In addition Accuplacer diagnostic tests in algebra and arithmetic, reading, and English sentences will also be used for a base reference for GED Students.

The math department along with myself and the Academic Dean are working with Accuplacer Diagnostic Math Tests and Pearson to supplement the basic math class with a math foundation lab which will strengthen the students' skills.

The library is not only for college students but is intended for community use too. Books are always being purchased to build up the different genres which are lacking in the library.

A Native American Library Services Basic grant award was received for 2016-17 to aid in maintaining the cost of the research data banks (Environmental Complete, Sustainable Watch, Ethnic News Watch, and American Indian History Online) and procure additional holdings for the library (books, resources, materials).

New Mexico:

Institute of American Indian Arts, Santa Fe, New Mexico –The IAIA Library, along with the other TCUs in New Mexico, received an iPad, poster, and promotional materials from the University of New Mexico Health Sciences Library to host the National Library of Medicine's Native Voices exhibit. The iPad has the Native Voices app, and will allow patrons to interact with the exhibit on our campus. The Native Voices exhibit will be available in the library and will be part of IAIA's Food Day in October.

North Dakota:

Cankdeska Cikana Community College, Fort Totten, North Dakota – The Valerie Merrick Memorial Library has been continuously adding and updating the collection with books, ebooks, reference materials for students, young adult books, and DVD's. We currently have 17,965 items

in our holdings. Our library also provides a number of novels, paperbacks, magazines, and local and state newspapers subscriptions.

This summer we celebrated our annual Summer Reading Program as well as our book club, Nintendo Wii competitions to encourage the children to exercise, and Literacy Academy. With the increase of children coming through our doors this summer, we have collaborated with the local school to pick up children for the free hot lunch program.

Nueta, Hidatsa, Sahnish College, New Town, North Dakota – The Nueta, Hidatsa, Sahnish College Library which we named Singing Spring did not have a grand opening yet but we intend to sometime before the end of the year. Also I have been ordering more books and helping some teachers out on ordering books. There has been a lot of students and public coming in and doing research. I also ordered a new work station. I have been working with student senate here at the college. We did a summer program and now we are making flyers for the reading Program for the school year. Other than that I have been working on my cataloging and working with the people.

Sitting Bull College, Fort Yates, North Dakota – The library has recently purchased a display case and forms that will allow us to display a collection of historic regalia donated to the college. This is a new chapter for our library and we are moving slowly as we learn to create the best possible environment for these precious articles. We are also working to “formalize” our archival practices at the library. Mark Holman has been working with local elders and language professionals at Sitting Bull College to record Lakota/Dakota language speakers in the first year of a three year grant (funded by the National Endowment for the Humanities) to record Lakota/Dakota language. The library continues to do library things and see extra traffic due to many visitors from the nearby protest site.

Turtle Mountain Community College, Belcourt, North Dakota - Over the summer the Turtle Mountain Community College Library supplied the local off-reservation public library with items and activity materials for the Summer Reading Program. We are also collaborating with them for next year’s summer program. Prior to starting the fall semester, our staff has been busy with orientation tours. Our staff is also working with our First Year Experience instructor to provide in-depth training on library resources and materials. TMCC library is continuing our support of the Adult Education/GED literacy resources that were funded by Bremer bank and will continue to be funded through Bremer Bank and the IMLS Basic Grant. The library did receive IMLS funding to continue the services provided by the grant such as a part-time evening assistant, and updating library holdings.

United Tribes Technical College, Bismarck, North Dakota - UTTC Library was open two days a week during summer session. UTTC fall semester brings an increase in enrollment of students. This brings an increase of students using the library services. The librarian will be working with instructors to set up times to teach information literacy in their classes. A project of weeding older periodicals is ongoing. UTTC is a member of Central Dakota Library Network (CDLN) a consortium of local libraries. This is the source of the library's online

catalog. The librarian attends monthly director meetings and training sessions as they are offered.

The librarian is attending the UTTC Summit and volunteering at UTTC Powwow events.

Oklahoma:

Comanche Nation College, Lawton, Oklahoma - The Comanche Nation College Library has been selected as one of the sites for the traveling exhibit, "Native Voices: Native Peoples' Concepts of Health and Illness." The exhibit was held at the college from July 20 through August 26, 2016. We held an opening ceremony and two educational programs for the public. On August 1, 2016, a representative from the Comanche Nation Diabetes Program and others spoke on "United in the Fight Against Diabetes" for the monthly meeting of the Elders' Council. On August 15, 2016 Nick Plata, Environmental Education Specialist from the Wichita Mountains Wildlife Refuge, presented an informative, hands-on program on locally grown Native American healing plants.

The Library continues to support the curriculum by providing circulating books, DVD's, reference materials, online databases, and textbooks. The collection continues to grow by purchases and donations. Currently there are more than 2,500 items in the collection.

Two part-time summer workers were hired for the months of June and July, 2016. One person received training on cataloging items using PastPerfect Museum software, and will continue to develop the Library's online digital collection. The other person helped to catalog new acquisitions and perform summer collection maintenance. Both positions were funded by an IMLS grant.

College of the Muscogee Nation, Okmulgee, Oklahoma – The CMN library added approximately 330 items to its collection during the summer trimester. The items included everything from reference materials to popular movies. Our expanded collection continues to drive higher circulation. In fact, students, faculty, staff, and community members checked out 56% more items in the summer of 2016 than during the previous summer trimester.

The library completed a full inventory. The librarian, Karen Haught, has begun her term as co-chair of the Oklahoma Library Association's (OLA) Tribal Libraries Committee. She recently participated in the OLA Leadership Retreat, where she learned valuable information on improving CMN's library. Information literacy instruction continues to be a major focus.

South Dakota:

Oglala Lakota College, Kyle, South Dakota - OLC Woksape Tipi Academic/Public Library & Archives. What a wonderful summer....it began with Tawa Ducheneaux, Archivist and myself.....Michelle May, Director, attending the Annual Tribal Librarians Conference in Bozeman. This annual gathering of Tribal librarians is all about sharing information through

experiences, events, and library updates while promoting problem-solving solutions for all Tribal libraries. It was delightful to greet old friends and meet so many new colleagues. Several program presentations held at the library this summer included a forum on economic development, a school board candidate forum, a hands on all day buffalo bone knife with parfleche case workshop, and a Lakota life storytelling session followed by stories in Lakota beadwork design.

Assessment methods, statistics, and the story told through our data have become integrated into our daily philosophy. Our efforts to highlight student success, works hand in hand, with identifying problem areas students experience when looking for information. The highlighting and implementation of the library assessment plan has brought increased attention and usage of our library resources. The increase in support from OLC faculty will also strengthen student persistence, retention, and completion goals.

The library assessment plan is on the library website under the library handbook tab at library.olc.edu. The student learning outcomes align with the Association of College and Research Libraries (ACRL) Information Literacy Standards, the OLC General Education Abilities, and Ccurricular Framework. The Big 6 Research Steps are the instructional tool that mirrors the literacy standards; a syllabus and matrix identify expected student outcomes. Our year-round co-curricular activities include access to Archives; Library Outreach; Headstart Outreach; Speaker/Presentation Series; Lakota Woglaka Wounspe Reading & Research Weekly at Woksape Tipi; Build Your Own Library-Donation Driven Reading Program; Reservation Wide Book Read.

Wisconsin:

Lac Courte Oreilles Ojibwa Community College, Hayward, Wisconsin – The library offered its annual summer library program for community children in grades 1-5. Two library school students from the UW-Madison School of Library and Information Studies spent two weeks at the library. A former LCO College student was also hired to help with the program. All three were funded through IMLS grants. They planned the summer program utilizing the 2016 Collaborative Summer Library Program theme which was “On Your Mark, Get Set, and READ!” The focus this year was on sports and a “Library Olympics” was featured during the week-long event. The library also sponsored a flute-making workshop with well-known musician and artist, Frank Montano, and supported the recent indigenous seed gathering at the college.

The library recently was awarded an IMLS Enhancement grant. The focus of this two-year project will be Wisconsin Act 31 which requires the teaching of American Indian Studies at least three times during the K-12 career of public school students. The IMLS project will provide resources and training to area public and school librarians. The acquired knowledge, resources and skills will enable participants to better serve their populations.

The Convening Great Lakes Culture Keepers will meet in October at Mille Lacs. The group will be working on the planned traveling exhibit with the theme of “We are still here”.

Respectfully Submitted,

Tim Bernardis
Library Director
Little Big Horn College Library
Crow Agency, Montana
President
Tribal Colleges and Universities Library Association (TCULA)

**First Americans Land Grant Consortium
(FALCON)**



REPORT TO THE AIHEC BOARD OF DIRECTORS

September 16, 2016

Background

FALCON is a nonprofit association of tribal college land-grant administrators, directors, faculty and staff. Its mission is to provide technical assistance, professional development, and networking opportunities to its members. In October 2003, FALCON was endorsed by the AIHEC Board of Directors and coordinates its activities with AIHEC, communicates regularly with AIHEC, and seeks AIHEC approval for significant initiatives.

The FALCON officers are: Gary Halvorson, President (Sitting Bull College), Latonna Old Elk, Vice-President (Little Big Horn College), Pat Aune, Treasurer (United Tribes Technical College), Brian Kowalkowski, Secretary (College of Menominee Nation), and Benita Litson, Ex-officio (Diné College). The FALCON Executive Director, John Phillips, is supported in part through a technical assistance grant with AIHEC. All other FALCON officers and members work on a volunteer basis.

Meetings

The FALCON 12th Annual Conference is scheduled for November 5-7, 2016, at the Hotel Albuquerque in the Old Town district. Registration will open this summer. The conference will include student and faculty presentations, training, and USDA NIFA sessions.

Communications

FALCON maintains an e-mail distribution list that regularly communicates with several hundred 1994 administrators, faculty, staff, students, and partners. Information is shared on available resources, funding opportunities, student scholarships, emerging topics, special events and conferences, and more. FALCON also maintains a portal as part of the AIHEC SharePoint Web Portal, which contains past conference materials, training resources, policy papers, and organizational documents (found at: <http://falcon.aihec.org/Pages/FALCONHome.aspx>).

Activities, Accomplishments and News

FALCON was involved in the following activities and accomplishments since its last report to the AIHEC Board at the 2016 Spring meeting:

- FALCON is working with the University of Nevada-Reno, other 1862 land-grant institutions, and several TCUs to provide 1994 expertise on tribal water issues. Two fully-funded student research internships with faculty salary support have been announced.
- FALCON continues to coordinate a 1994 water working group to plan for a collaborative initiative around water education, research and outreach.

- FALCON has provided \$5,000 scholarships for two 1994 land-grant faculty to enroll in the 2016/2017 class of the LEAD21 leadership development program. This one-year program is the premiere leadership development program in the land-grant system.

Questions may be directed to Gary Halvorson, FALCON President, at gary.halvorson@sittingbull.edu, or John Phillips, FALCON Executive Director, at jphillips@aihec.org, (573)268-5700.

DRAFT MINUTES OF THE AIHEC EXECUTIVE COMMITTEE MEETING
CONVENED BY CONFERENCE CALL – SEPTEMBER 22, 2016

I. CALL TO ORDER AND ROLL CALL

AIHEC Chair, Cynthia Lindquist, called the September meeting of the AIHEC Executive Committee to order at 11:07 a.m. (EDT) with the following result:

Members Present

Cynthia Lindquist, Chair
Robert Martin, Secretary
Michael Parish, Treasurer
David Yarlott, Jr., Member at-Large

Members Absent

Laurel Vermillion, Vice-Chair

A quorum was established.
Carrie Billy and Meg Goetz, AIHEC

- II. PRIOR MEETING MINUTES:** As the committee approved the minutes from its June meeting at the Summer Board meeting in Denver, CO, and the committee did not meet formally in July (due to the Board meeting in July) or August (per standing policy), there were no pending meeting minutes requiring approval.

III. LEGISLATIVE AND EXECUTIVE BRANCH UPDATE & ISSUES

Legislative Update:

FY2017 Congressional Appropriations Update: AIHEC updated the Committee on the prognosis for completion of the Fiscal Year 2017 federal funding cycle, noting that a lame duck session, despite the objection of the House of Representative's Freedom Caucus, and the more conservative members of the Senate, is a near certainty. At the time of the call, the Senate was considering a motion to amend the FY 2017 Legislative Branch Appropriations bill to serve as the vehicle for a Continuing Resolution extending the functions of the federal government through December 9, 2016. AIHEC noted that there is a real desire to have the FY 2017 Interior Appropriations bill as passed in the House and reported from the Senate Appropriations Committee, as it includes significant additional operations funding for a number of TCU accounts. If Congress ultimately passes a year-long CR (funding the government through September 30, 2017), all increases would almost assuredly be lost.

HEA/TCU Act Reauthorization and TCU Amendment Review: AIHEC reported its aggressive work to secure the adoption of key amendments approved by the AIHEC Board to the Tribally Controlled Colleges and Universities Assistance Act, before the sine die adjournment of the 114th Congress.

Executive Branch Update: It was reported that Katherine Campbell has been named to serve in the U.S. Department of the Interior, Bureau of Indian Education postsecondary education position. Dr. Campbell is relocating from the BIE-ABQ office to Washington, D.C. AIHEC has invited her to the 2016 AIHEC Fall Board meeting in New Orleans, LA. It was also reported that the final White

House Summit for Tribal Leaders of the Obama Administration will convene on Monday, September 26, 2016.

IV. TCU/AIHEC CENTRAL UPDATES & ISSUES

AIHEC 2016 Fall Board of Directors Meeting: AIHEC reviewed the final schedule of events for the Fall Board meetings and GISS training sessions. AIHEC confirmed that the second day of the GISS training will adjourn at 5:00 p.m. on Sunday, October 9. There had been a mistake in early content released through *Constant Contact*, indicating a half-day session on Sunday. AIHEC is trying to arrange with ACCT for some added content on Saturday morning, so that those that had made travel arrangements for earlier on Sunday and cannot modify their travel schedules, will have the benefit of more of the training session content.

AIHEC 2017 Capitol Hill Days/Winter meeting: AIHEC noted that the 2017 winter meeting will be convened February 6-9 at the Washington Court Hotel, which is a change of venue from the past several years.

AIHEC 2017 Spring Board of Directors Meeting: The 2017 Spring BoD meeting is scheduled for March 16-18 in Rapid City, SD immediately prior to the 2017 AIHEC Student Conference and at the same time as the 2017 basketball tournament. Few key members of the Administration will be in place in time to invite them to participate in AIHEC meetings in Washington, D.C. (WDC) in February 2017. AIHEC posed the idea of convening the 2017 spring meeting in WDC in late April (24-26), if meeting space can be secured for that time – AIHEC will check on hotel availability. President Martin noted that April is a busy time, including the AICF meeting/gala and the HLC meeting. He suggested that perhaps the AIHEC Summer meeting could be moved up to June in WDC. AIHEC will look at the TCUs graduation schedules and hotel availability to help determine if June is feasible. Therefore, the timing and location of the 2017 summer meeting will be discussed with the full Board at the upcoming trip in New Orleans, LA.

SKC-TCU Summer Meeting: During its 2016 Summer meeting, citing the high costs for many TCUs to participate in the meetings that have been held at SKC each year, the AIHEC Board voted to convene future CAO/Financial Aid Officers, etc. meetings on a regional rotation basis, similar to the annual AIHEC student conference; but unlike the student conferences, the AIHEC Central Office would assume the primary role of developing and coordinating the annual meeting. Following the 2016 meeting at SKC, the 5-person Planning Committee sent a letter to AIHEC requesting that the decision to rotate the annual meeting be reconsidered. The committee stated that the Board understood the issues and concerns and purposefully voted to put the convening of annual meetings on a rotation bases. It was decided that during its upcoming fall meeting, the Board can discuss the regional rotation schedule, and that there is nothing that prohibits Montana from being the first region in the rotation. President Lindquist requested that for the 2017 convening of the meeting, TCU leadership teams be included, with CAOs, CFOs, and most important - the TCU presidents, as the three primary participants. It was noted that the sessions for the financial aid officers tend to be repetitive year-to-year and could be accomplished through Webinars, offered each year that would include updates or changes, as necessary.

TCU Updates and Announcements:

TCU Presidential Searches: Diné College and WETCC are continuing with their respective searches for a new president.

Developing TCUs Update

Possible new Alaska Institution: It was reported that consideration of Alaska Native corporations or governments acquiring or sanctioning the Alaska Pacific University, which is an accredited institution, to possibly create the second TCU in Alaska is continuing to move forward, with the APU governing board, Southcentral Foundation, and Alaska Native Tribal Health Corporation working to determine the feasibility. The board of each organization must decide independently if it wants to proceed, but these decisions could happen soon. Those involved have been encouraged to work with Ilisaġvik College, which they have not done to any significant degree, to date.

DQ University: Mr. Willie Carillo is still working to reestablish D-Q University. AIHEC has helped facilitate the resolution of issues regarding D-Q University's outstanding debt to the USDA. Now, AIHEC is joining with NIEA to submit a letter to further help facilitate a meeting for Mr. Carillo/D-Q University and the U.S. Department of Education.

San Carlos Apache Tribe: Ms. Billy is meeting with the president and governing board of the developing San Carlos Apache Tribal College next week, about their efforts to move forward. When the tribe initially began discussing the establishment of the college, they entered into an agreement with Arizona State University, which provided technical assistance or advice. President Martin reported that more recently, the new college is discussing a memorandum of agreement with Eastern Arizona College or Tohono O'odham Community College.

V. NEW BUSINESS AND MISCELLANEOUS

APLU letter to Presidents: AIHEC Board members have received a letter from APLU requesting that the TCUs reconsider its membership and rejoin the organization. AIHEC reported that they had not received or been copied on the letter from APLU; but, that a few of the TCU presidents had forwarded it to AIHEC. A brief discussion was held.

Dakota Pipeline Opposition: Ms. Billy directed the committee to a draft resolution regarding the Dakota Access Pipeline, included in the packet of meeting materials, and asked for their consideration and action of said resolution, the text of which follows the motion and outcome.

MOTION: President Martin moved [seconded by President Parish] the adoption of a resolution expressing solidarity with the Standing Rock Sioux Tribe and opposing the Dakota Access Pipeline.

OUTCOME: The resolution was adopted to by voice vote.

“RESOLUTION EXPRESSING SOLIDARITY WITH THE STANDING ROCK SIOUX TRIBE AND OPPOSING THE DAKOTA ACCESS PIPELINE

Whereas, the nation's 35 accredited tribally and federally chartered colleges and universities, along with two developing (non-accredited) tribally chartered colleges (Tribal Colleges and Universities) are collectively the American Indian Higher Education Consortium (AIHEC);

Whereas, the presidents of the 35 accredited Tribal Colleges and Universities compose AIHEC's board of directors, which was incorporated as a non-profit organization in the State of Colorado in 1973;

Whereas, together, the 37 Tribal Colleges and Universities operate more than 75 campuses in the 16 states within whose geographic boundaries the majority of American Indian reservations and federal Indian trust land lie;

Whereas, Tribal Colleges and Universities prepare, train, and educate more than 160,000 American Indians and Alaska Natives in academic and community-based programs each year, and collectively these individuals represent well more than 250 federally recognized Indian tribal nations;

Whereas, Tribal Colleges and Universities and AIHEC fulfill a fundamental role in maintaining, preserving and revitalizing irreplaceable American Indian and Alaska Native languages, lands, and cultures and provide accredited postsecondary education and career/technical education, as well as a wide variety of community-based economic and workforce development programs, community-based support programs, and collaborative partnerships with tribes, K-12 systems and schools, federal agencies; and operate important sustainability, land and natural resource management programs and services, and traditional foods revitalization/food sovereignty programs, all on extremely limited budgets;

Whereas, the Tribal Colleges and Universities, together with all of Indian Country, are aware that the U.S. Army Corps of Engineers has given approval for the construction of the Dakota Access Pipeline (DAPL), a 1,168-mile-long crude oil pipeline running from North Dakota to Illinois, which crosses hundreds if not thousands of rivers, streams, and wetlands along its route, as well as lands of great historic, religious, and cultural significance to American Indian Tribes.

Whereas, since time immemorial, the Standing Rock Sioux Tribe's ancestors lived on the landscape to be crossed by the DAPL;

Whereas, most specifically, the path of the pipeline comes within fifty feet of today's boundary of the Standing Rock Sioux Reservation near Cannonball, North Dakota and would pass under the Missouri River and Lake Oahe, approximately half a mile upstream of the reservation;

Whereas, the Standing Rock Sioux Tribe is facing serious threats to its water and life source, as well as potential damage to sacred sites, ancestral lands, and the economic and social wellbeing of tribal members as a result of construction of the Dakota Access Pipeline; and

Whereas, a pipeline spill would be culturally and economically catastrophic to the Tribe; and

Whereas, the Dakota Access Pipeline violates Article 2 of the 1868 Fort Laramie Treaty which guarantees that the Standing Rock Sioux Tribe shall enjoy the "undisturbed use and occupation" of Standing Rock's permanent homeland, the Standing Rock Indian Reservation;

Whereas, the Standing Rock Sioux Tribe, with tribes and Indigenous peoples from around the world, are standing united and peaceful in opposition to the pipeline;

Whereas, many students, faculty, and staff from Tribal Colleges and AIHEC have joined the protest at Standing Rock, including students from Haskell Indian Nations University, Red Lake Nation College, Oglala Lakota College, Leech Lake Tribal College, Little Priest Tribal College, and Sitting Bull College;

Now therefore be it resolved, that the American Indian Higher Education Consortium stands in solidarity with the Standing Rock Sioux Tribe in opposing construction of the Dakota Access Pipeline; and

Be it further resolved, that the American Indian Higher Education Consortium calls on federal regulators and the Army Corps of Engineers to reverse the approval of the pipeline and to justly collaborate with the Standing Rock Sioux Tribe as it exercises its sovereign right to protect its resources, Treaty rights, waterways, traditional homelands, and sacred sites.”

Regional Accrediting Agencies New Focus on Low-performing Institutions: The Committee discussed the announcement that the Council on Regional Accrediting Commission (C-RAC), will focus a research project on institutions of higher education with low graduation rates in an effort to improve student success and completion rates.(this proposal is coming from other sources)The accreditors will be using admittedly flawed data (IPEDS, first-time/full time) for determining rates of success, but apparently are open to consideration of other data sources. AIHEC will send a letter to the both the Higher Learning Commission and the Northwest Commission on Colleges and Universities outlining the unique challenges of TCUs and the need for a better, broader measure of improvement and success, such AIHEC-AIMS data, and the need to focus, as they have announced that they will do, on the progress that an institution is making in addressing completion issues, regardless of where it is in terms of graduate percentages.

AIHEC President & CEO Annual Evaluation/Contract Renewal: President Lindquist noted that the Executive Committee routinely does the evaluation of the AIHEC President & CEO at the fall Board of Directors meeting. Ms. Billy’s current contract expires in October or November 2016. The committee asked that the evaluation instrument, with Ms. Billy’s input be sent to them so that they can complete their review at the committee meeting and discuss the extension or renewal of her contract on October 5, in New Orleans, LA.

VI. ADJOURNMENT

MOTION: President Martin moved [seconded by President Yarlott] that the September Executive Committee meeting be adjourned.

OUTCOME: The motion was agreed to by voice vote.

Accordingly, Chair Lindquist declared the June meeting of the AIHEC Executive Committee adjourned at 12:26 p.m. (EDT)

Minutes prepared by AIHEC staff.

Executed and acknowledged by the undersigned being the Secretary of the Corporation.

Robert Martin, Secretary
American Indian Higher Education Consortium

Date



**DRAFT RESOLUTION OF THE BOARD OF DIRECTORS
OF THE
EXECUTIVE COMMITTEE OF THE
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
SEPTEMBER 22, 2016 MEETING**

**RESOLUTION EXPRESSING SOLIDARITY WITH THE STANDING ROCK SIOUX TRIBE AND
OPPOSING THE DAKOTA ACCESS PIPELINE**

Whereas, the nation's 35 accredited tribally and federally chartered colleges and universities, along with two developing (non-accredited) tribally chartered colleges (Tribal Colleges and Universities) are collectively the American Indian Higher Education Consortium (AIHEC);

Whereas, the presidents of the 35 accredited Tribal Colleges and Universities compose AIHEC's board of directors, which was incorporated as a non-profit organization in the State of Colorado in 1973;

Whereas, together, the 37 Tribal Colleges and Universities operate more than 75 campuses in the 16 states within whose geographic boundaries the majority of American Indian reservations and federal Indian trust land lie;

Whereas, Tribal Colleges and Universities prepare, train, and educate more than 160,000 American Indians and Alaska Natives in academic and community-based programs each year, and collectively these individuals represent well more than 250 federally recognized Indian tribal nations;

Whereas, Tribal Colleges and Universities and AIHEC fulfill a fundamental role in maintaining, preserving and revitalizing irreplaceable American Indian and Alaska Native languages, lands, and cultures and provide accredited postsecondary education and career/technical education, as well as a wide variety of community-based economic and workforce development programs, community-based support programs, and collaborative partnerships with tribes, K-12 systems and schools, federal agencies; and operate important sustainability, land and natural resource management programs and services, and traditional foods revitalization/food sovereignty programs, all on extremely limited budgets;

Whereas, the Tribal Colleges and Universities, together with all of Indian Country, are aware that the U.S. Army Corps of Engineers has given approval for the construction of the Dakota Access Pipeline (DAPL), a 1,168-mile-long crude oil pipeline running from North Dakota to Illinois, which crosses hundreds if not thousands of rivers, streams, and wetlands along its route, as well as lands of great historic, religious, and cultural significance to American Indian Tribes.

Whereas, since time immemorial, the Standing Rock Sioux Tribe's ancestors lived on the landscape to be crossed by the DAPL;

Whereas, most specifically, the path of the pipeline comes within fifty feet of today's boundary of the Standing Rock Sioux Reservation near Cannonball, North Dakota and would pass under the Missouri River and Lake Oahe, approximately half a mile upstream of the reservation;

Whereas, the Standing Rock Sioux Tribe is facing serious threats to its water and life source, as well as potential damage to sacred sites, ancestral lands, and the economic and social wellbeing of tribal members as a result of construction of the Dakota Access Pipeline; and

Whereas, a pipeline spill would be culturally and economically catastrophic to the Tribe; and

Whereas, the Dakota Access Pipeline violates Article 2 of the 1868 Fort Laramie Treaty which guarantees that the Standing Rock Sioux Tribe shall enjoy the "undisturbed use and occupation" of Standing Rock's permanent homeland, the Standing Rock Indian Reservation;

Whereas, the Standing Rock Sioux Tribe, with tribes and Indigenous peoples from around the world, are standing united and peaceful in opposition to the pipeline;

Whereas, many students, faculty, and staff from Tribal Colleges and AIHEC have joined the protest at Standing Rock, including students from Haskell Indian Nations University, Red Lake Nation College, Oglala Lakota College, Leech Lake Tribal College, Little Priest Tribal College, and Sitting Bull College;

Now therefore be it resolved, that the American Indian Higher Education Consortium stands in solidarity with the Standing Rock Sioux Tribe in opposing construction of the Dakota Access Pipeline; and

Be it further resolved, that the American Indian Higher Education Consortium calls on federal regulators and the Army Corps of Engineers to reverse the approval of the pipeline and to justly collaborate with the Standing Rock Sioux Tribe as it exercises its sovereign right to protect its resources, Treaty rights, waterways, traditional homelands, and sacred sites.

Executed and certified that the foregoing is a binding Resolution of the American Indian Higher Education Consortium, by the undersigned, being the Secretary of the Corporation.

Robert Martin, Secretary
American Indian Higher Education Consortium

Date

AIHEC CODE OF CONDUCT

The values of Integrity, Loyalty, Equality, Respect, Honor, and Trust form the foundation and framework of this Code of Conduct and reflected throughout. The goal of the AIHEC Code of Conduct is to assist Members of AIHEC in exercising these values at all times when interacting with one another, with Indigenous people throughout the world, and in our daily professional lives.

The American Indian Higher Education Consortium (AIHEC) Board of Directors adopted this Code of Conduct on March 23, 2007 for the AIHEC board members, representatives, and staff (hereafter referred as AIHEC members, representatives, and staff). This Code expresses the ethical principles and guidelines for the conduct of all members, staff¹, contractors, and sanctioned organizations of AIHEC, when serving as a representative of AIHEC or participating in AIHEC sponsored events. It also informs the public of the standards of ethical conduct for which the members of AIHEC are responsible.

¹ Nothing in this Code of Conduct shall supersede any policy, rule, or practice stated in the AIHEC Employee Manual.

PRINCIPLES OF THE AIHEC CODE OF CONDUCT

The five principles of the AIHEC Code of Conduct include Integrity, Loyalty, Equality and Respect, Honor and Trust, and Confidentiality.

I. INTEGRITY:

- a. AIHEC members, representatives, and staff will act with integrity in their relationships; cooperate and treat others with respect, honesty, and fairness; and recognize and accept the rights of others to hold values and beliefs that differ from their own.
- b. AIHEC members, representatives, and staff will maintain the AIHEC Code of Conduct when engaged in AIHEC related activities and when representing AIHEC in any capacity.
- c. AIHEC members, representatives, and staff will avoid creating the impression that they are speaking or acting on behalf of AIHEC when acting or speaking as an individual.
- d. AIHEC members, representatives, and staff will not use their position with the organization for private gain, for the endorsement of any product with the intent of private gain, or for the private gain of any friends or family members. AIHEC members, representatives and staff will not endorse a particular political candidate or political party on behalf of AIHEC.

II. LOYALTY:

- a. AIHEC members, representatives, and staff will be loyal to AIHEC and its mission.
- b. AIHEC members, representatives, and staff will use the AIHEC Code of Conduct as a guideline in conducting their business.

III. EQUALITY AND RESPECT:

- a. AIHEC members, representatives, and staff will respect all cultures and will conduct themselves respectfully when handling sensitive cultural information being shared by others.
- b. AIHEC members, representatives, and staff will treat each

other with professionalism, courtesy, and respect; will speak professionally, respectfully, and courteously when interacting with one another; and will support and protect diversity of opinion.

- c. AIHEC members, representatives, and staff will conduct themselves with full decorum, employing self-discipline and politesse during all meetings of AIHEC. Members will abide by AIHEC bylaws and its Code of Conduct, thereby exhibiting due respect for the rules of AIHEC, its members, representatives, and staff.
- d. AIHEC members, representatives, and staff will not improperly influence other board members and will preclude intimidation, exclusion, harassment, favoritism, and discrimination.

IV. HONOR AND TRUST:

- a. AIHEC members, representatives, and staff will accurately represent their qualifications, educational background, experience, and professional credentials.
- b. AIHEC members, representatives, and staff will not allow their private opinions and interests, personal, financial or of any other sort, to conflict or appear to conflict with their professional duties and responsibilities as members, representatives and staff of AIHEC. They will avoid any conduct that could lead a reasonable person to conclude that the individual might be biased or motivated by personal gain or private opinions or interests in the performance of duties involving AIHEC. They will disclose all known or potential conflicts of interest in accordance with AIHEC policy.
- c. AIHEC members, representatives, and staff will not take credit for others' ideas or work, even in cases where the work has not been explicitly protected by copyright or patent.

V. CONFIDENTIALITY:

- a. AIHEC members, representatives, and staff will respect the privacy and private information of others.
- b. AIHEC members, representatives, and staff will not disclose to an unauthorized individual or organization, without the express consent of the Board of Directors, any confidential, privileged, or nonpublic information entrusted to them.



**ANNUAL NOTIFICATION OF AIHEC CODE OF CONDUCT
2016-2017 AIHEC BOARD OFFICERS, BOARD MEMBERS,
AIHEC EMPLOYEES**

I have received, read, and understand my responsibility
to comply with the AIHEC Code of Conduct

Name: _____

Title/Office: _____

Signature: _____

Date: _____

Board of Directors Quarterly Update: October 7, 2016

Introduction:

The following are AIHEC's strategic goals for 2016-2020. These goals guide the AIHEC central office's daily work, within the often volatile and unpredictable schedules and priorities of the U.S. Congress and the Executive Branch.



In this update, we will list a few highlights for each of the major strategic goals:

SUSTAINING: TCU ADVANCEMENT (FUNDING)

TCU Goals: Forward Funding & Full Funding

FY2016: FF for UTTC/NTU (\$5M) + increase; \$2M, IAIA; Title I: \$7,192/ISC

Total Increase: appx. \$8M (\$114.5M total)

FY2017: Achieved FF for IAIA (\$5.2M); \$2M increase for HINU/SIPI; \$4.1M Ops Total

Increase: \$11.3M (\$121.2M)

Reiterating prior reports, as the FY 2019 Tribal/Interior Budget Council (TIBC) budget formulation meeting get underway, AIHEC encourages all TCU presidents to urge her or his respective Tribal leaders to include TRIBAL Higher Education – the Tribal Colleges – as a funding priority, both before and after the U.S. Department of the Interior Budget Formulation regional meetings this year. As we reiterate with regard to contact with Congressional delegations, it should be ongoing, but particularly in advance of any TIBC sessions, as the next Administration may continue using the Tribal Budget Formulation meetings/process as a way to determine Interior funding priorities. Because of the current economic realities, there remains insufficient funding to cover all needs for the foreseeable future. Therefore, the initial focus is on priorities identified by tribal leaders during the TIBC consultation process, to guide future funding decisions. Although the process may change with a new administration, for now, if we want the Department of the Interior and the Office of Management and Budget (OMB) to recommend TCU funding increases, we need each of you to help

influence the TIBC budget Formulation process.

Congress had a seven-week break this past summer due to the respective presidential election year party conventions and the annual summer recess. While the FY 2017 Appropriations cycle should have concluded in September, Congress had to pass a continuing resolution (CR) to keep the federal government functioning beginning Oct. 1, in the absence of any completed FY 2017 appropriations measures. The CR adopted just prior to the end of the fiscal year expires on December 9, 2016. In the few weeks post-election until December 9, the Hill will focus on completing the remaining 11 appropriations measures, either by grouping bills in several smaller packages or through one big Omnibus bill. What we do not want is another CR that would extend FY 2017 funding until next Sept. 30 (2017) - in other words a full-year CR. If a full-year CR were to happen, then the increases the AIHEC secured in the FY 2017 bills – including the full forward funding of IAIA – will be lost. We will be closely watching what happens between when Congress reconvenes on Nov. 14 through Dec. 9.

The following are a few illustrations of the ongoing diligence of AIHEC in ensuring TCUs proper inclusion, and when necessary, exemptions in legislative proposals: earlier this year, the Senate Indian Affairs Vice-Chair, Senator Tester (D-MT), worked to move two pieces of legislation to (1) advance native language teachers; and (2) invest in bolstering success of Native entrepreneurs. AIHEC worked with the Senator's staff on the Committee to include the TCUs in these bills. As a result, the Native Educator Support and Training (NEST) Act, as reported from the committee, included express reference of the TCUs' eligibility, and the Native American Business Incubators Program Act was introduced with TCUs as principal participants in the grant program the legislation creates. AIHEC will work with the Committee and other Senate offices in the 115th Congress to re-introduce and advance similar legislation. Conversely, AIHEC worked to ensure that the TCUs were not part of a move to eliminate the BIE and institute a new Indian Education Agency, which is being promoted by Senate Indian Affairs Committee Chair, Senator Barrasso (R-WY). The Barrasso bill would eliminate the Bureau of Indian Education, replacing it with a new Indian Education Agency. Functions, authorities, and personnel of the Department of the Interior related to Indian education would transfer to the agency. As written and reported, the bill eliminates the BIE immediately upon enactment of the new bill, therefore allowing no transition time or plan for engaging the leaders and administrators that would be responsible for the new agency. As initially written, the bill did not mention of postsecondary education; instead, it focused on K-12 issues and programs and, therefore, would not benefit or be an appropriate mechanism for addressing issues and programs related to postsecondary institutions and programs. Rather, the bill could result in a cut in TCU funding authority. For these reasons, AIHEC worked to ensure that TCUs would not be caught up in this proposed change in administration that could adversely impact your vital institutional operating grants.

As reported at the summer meeting, AIHEC created and distributed to the major party candidates a document outlining the Tribal Colleges and Universities agenda for the next Administration. We are now working on modifying that agenda into a transition document that we will use as we meet with the appropriate members of the prevailing campaign's transition team to ensure that the TCUs are part of the new Administration's budget priorities and action strategy.

Legislative Initiatives.

Although there are few absolutes apparent as Congress moves forward to close out its current session, it is clear that HEA/TCCUAA will not be reauthorized in the 114th Congress. Since returning from the July Board meeting in Denver, AIHEC has been working with Congressional staff to identify any possible legislative vehicles that could move in prior to the end of the 114th Congress, to which we might attach a set of

amendments that are of immediate concern to the TCUs. Although no vehicle was available prior to the October recess, we are hopeful that we might be able to move the amendments in the December lame-duck session.

Developing TCUs.

Since the summer board meeting, AIHEC has been engaged at different levels with various groups of tribes or tribal representatives interested in establishing a TCU. AIHEC has met with the San Carlos Apache Tribal College board and president; a representative from the Seneca Nation who is preparing the feasibility study; and we have consulted with other tribes at various stages of interest. Finally, AIHEC is working with the Southcentral Foundation, Alaska Native Tribal Health Consortium, and Alaska Pacific University on a feasibility study for establishing a TCU in Anchorage, AK, including assisting in a series of four focus group forums in mid-September.

EDUCATING: PERFORMANCE ACCOUNTABILITY

Indigenous Evaluation Framework: AIHEC's NSF-PRIME grant-funded research on the use of the Indigenous Evaluation Framework (IEF) in three TCU communities has received an extension for a fourth year of activity. During the third year, the project held its second Advisory Board meeting and conducted follow up research with the three participating colleges at the three TCUs testing the IEF model (TCUs (NWIC, SBC, and TOCC). The TOCC model for curriculum revision that combines an IEF approach and Problem Based Learning supported by AIHEC's WIDER-PBL grant was presented at the annual meeting of TCU Chief Academic Officers and was highlighted in a presentation by AIHEC at a national NSF conference and a special meeting of key NSF grant initiatives. A major initiative to further the research component of the PRIME grant for the NCE year will be a webinar that brings together leaders at each of the three TCUs to discuss how they are using the IEF and ways to support each other's work.



Project Staff have been working on the development of a supplemental request to NSF to create online training modules to complement the training manual. With a supplemental, AIHEC will work with the Wisdom of Our Elders organization in Portland, Oregon and an instructional designer to create a series of up to five modules that can be viewed in smaller, shorter meetings of staff at TCUs and community members. The supplemental proposal will be submitted in October of 2016.

AIHEC AIMS: The 2016 AIHEC AIMS data collection cycle began August 1, 2016. The initial report submissions will be due to AIHEC on December 1, 2016. Unfortunately, one Regular Member has not finalized its report for the 2015 data collection cycle: Nueta Hidatsa Sahnish College. AIHEC staff are working with NHSC with the goal of completing the necessary report for 2015.



AIHEC held a training workshop on September 22-23, 2016 for personnel involved with AIHEC AIMS data collecting and reporting. Haskell Indian Nation University hosted the workshop, which included small and whole group discussions, an overview of AIHEC AIMS, uses of data, data collection and reporting challenges and best practices, hands-on data work, and Jenzabar, Empower-, and CAMS discussions. Approximately 50 staff from 23 TCUs attended the 2-day workshop. Participants requested an annual meeting, potentially in conjunction with the annual SKC-TCU Summer meeting.

Tribal College Journal Update: TCJ's fall issue (28.1) on volunteerism was mailed out in August. The issue contains two feature articles that grapple with the theme. Patty Talahongva (Hopi) who recently received the prestigious Medill Milestone Achievement Award from the Native American Journalists Association, penned the central feature, "In the Service of Others: How Volunteering is Integral to the Tribal College Experience." Her piece offers a broad overview of volunteerism at TCUs, but examines specific student/faculty stories at Cankdeska Cikana Community College, Haskell, Chief Dull Knife, and Keweenaw Bay. Kerri Patrick Wertz, Aaniiih Nakoda College (ANC), wrote the second feature, "Through Our Eyes: Narratives of Three Student Volunteers at ANC."

As always, the fall issue includes *TCJ Student*, featuring top creative writing and art entries from the Journal's 2016 competition. Award-winning author and poet Joan Naviyuk Kane served as guest editor, selecting the top entries and writing the issue's introduction. The Journal was able to expand the page count of *TCJ Student* this year, offering more art and a stronger visual presentation that highlights the pervasive creativity at tribal colleges. Besides the nine top writing entries (three each in the categories of poetry, fiction, and creative nonfiction), the journal included eight art pieces, as well as the cover art contest winner, *Wahine* by Kuakea Yasak (Native Hawaiian) from the Institute of American Indian Arts. Now in its third year, the TCJ film contest drew by far the strongest pool of entries. The winning film was Clinton Desiderio's *The Hostage*. A student at Navajo Tech, his achievement is testament to the growing clout of NTU's baccalaureate program in New Media. TCJ offers a much more expansive selection of creative writing and art at www.tcjstudent.org. Visitors can also view the top film entries, in their entirety, on the website. Web-exclusive content includes Current Reflections (a transcribed interview with Rick Williams on the uniqueness of volunteerism at TCUs) and a filmed interview with Diné College student Dallas Peterman, who spent his summer vacation cleaning up a 95-mile stretch of highway in the Navajo Nation.

Currently, TCJ is in the proofing stage for the winter issue (Vol. 28.2), which focuses on AIHEC's priorities and its Capitol Hill campaign, Tribal College Week, and advocacy in Washington, DC. That issue will reach mailboxes in early November. TCJ is in the planning stage for its spring issue on Indigenous peoples' history.

This fall, TCJ is launching a new website which features bigger, bolder photos, a responsive, minimalist design, a new job board, and new search features. Thanks to a decision in the spring by the AIHEC Board, both TCJ's current online content and its 27 years of archives will all be freely accessible online. Until now, 80 percent of TCJ's content was password protected and thus only available to subscribers. TCU faculty, students, and staff will now have unencumbered access to all of TCJ's online resources to help them in their work, research, and interests. Also, the information can be freely shared with supporters and constituents.

NSF/OURS STEM Academic Leadership Certificate Program:

With generous funding from the National Science Foundation (NSF), an innovative program, nicknamed OURS (Opportunities for Underrepresented Scholars), was initially launched in 2012 to address both the national need to attract more women to the STEM workforce and the related need to provide female role models in STEM disciplines for the large percentage of female students on HBCU campuses. This program was expanded to the Tribal Colleges and Universities (TCUs) in 2014. Both of these

goals are essential for the United States can retain its global leadership in the STEM fields. Following the transfer to Fielding Graduate University, the OURS program was revamped to specifically focus on the issues and needs that women leaders at TCUs in STEM currently face, and will likely face in the future, balanced with issues faced by other MSIs and higher education institutions generally.

This intensive program incorporates applied instruction and practical experiences in such topics as contemporary and future issues in higher education, financial and budgetary issues affecting TCUs, institutional advancement and governance, as well as personal attributes that enhance opportunities and success for women in academic leadership.

The current cohort of seven (7) female STEM faculty members and emerging leaders from TCUs who are engaged in this one-year Post Graduate Certificate in Academic Leadership are:

Name	Institution
Robin Nicole Benton	Southwestern Indian Polytechnic Institute
Linda Black Elk	Sitting Bull College
Stacie Blue	Turtle Mountain Community College
Emma S. Norman	Northwest Indian College
Julia Orloff	Northwest Indian College
Kimberly Paul	Blackfeet Community College
Neva Tall Bear	Little Big Horn College

To date, the OURS program fellows participated in their first 6-day residency program at Salish Kootenai College (SKC) in Pablo, Montana. This residency was held in conjunction with the SKC TCU Summer Meeting: Institutional Effectiveness. In addition to engaging in conference sessions for the TCU Chief Academic Officers, the fellows had the opportunity to gain wisdom from Ms. Carrie Billy, President & CEO at AIHEC, Dr. Joseph McDonald, President Emeritus at Salish Kootenai College and Dr. Wayne Stein, Professor Emeritus of Native American Studies & Higher Education Studies at Montana State University. The second residency has been scheduled for December 1-4, 2016 at the Southwestern Indian Polytechnic Institute in Albuquerque, New Mexico. The September webinar topic was “*An Overview of the Landscape and Future Trends in Academia*”. The webinar topics for October and November are currently pending the schedules of the guest speakers.

TCU Governing Boards Training Initiative: We are hopeful that TCUs who participated in the fall 2015 GISS-TCU 1.0 workshop have integrated the TCU “scorecard” on student success, which we distributed earlier this year, in their planning and community accountability efforts, and at the very least, that you have shared it with your governing board and community. The scorecard will help you benchmark your progress against averages for all TCUs, 2-year and 4-year TCUs, and TCUs with a similar enrollment size. AIHEC is pleased to be co-hosting GISS-TCU 2.0 with the Association of Community College Trustees (ACCT) in New Orleans, LA, immediately following our fall Board meeting, on Oct. 8-9. We anticipate that 21 TCUs will participate with more than 100 participants.

In addition to the GISS-TCU partnership with ACCT, AIHEC has submitted a comprehensive TCU governing board concept paper/proposal to USA Funds for consideration.

SKC-TCU Summer Meeting (formerly the Annual CAO Meeting): AIHEC sponsored the fifth annual meeting of the Chief Academic Officers, which is now part of the SKC TCU Summer Meeting. This meeting is targeted for those individuals who work for tribal colleges. Salish Kootenai College (SKC) hosted this meeting, held on August 1 through August 5, as part of a joint meeting with the annual Financial Aid and Registrars meeting hosted by the Department of Education and SKC. This year, an additional meeting stream was added

for the Residence Life staff. There was also an orientation for new CAOs on July 31, 2016 conducted by Dr. Deborah His Horse is Thunder, CEO of Wiya & Associates, LLC, and Dr. Koreen Ressler, Sitting Bull College.

The theme of this year's conference was "Institutional Effectiveness." Thirty-four TCUs were represented, which is **92 percent of the TCUs**. Attendance has grown steadily every year: in 2015, 85 percent of the TCUs were represented; in 2014, 81 percent participated; and in 2013, 73 percent attended. In total, 178 people registered, with 158 actually attending. Many of the TCUs sent teams with two or more people with Blackfeet Community College sending an 11-member team. There were 21 participants specifically from academics e.g., Academic Vice President, Academic Dean. The attendance at the individual CAO sessions is estimated to be 40 to 50 participants. There were participants who also represented the: American Indian College Fund (4), Department of Education (6), Montana Office of the Commission of Higher Education (2), American Student Association (2), Empower (2), three tribal education departments (3), HLC (1), and Fielding University (2). Fielding University also had five of its seven member TCU-OURS Leadership cohort present.

The overall meeting evaluation was highly complementary to the overall goal of this meeting. Ms. Carrie Billy's session on TCU and Tribal College Highlights received a 90% successful to very successful rating which was followed by Mr. Keith Niemeyer's Annual Security Report presentation, which received an 89.79% agree to strongly agree evaluation response. Three key questions were whether the meeting met its goal to address "institutional effectiveness"; were the morning circles helpful; and how well was the meeting organized. These three questions were rated at a 97.23 percent; 94.44 percent; and 95.22 percent, indicating okay or exceptionally well. There were no major concerns reported and one of the highlights were the ice breaker exercises on the first day to get participants engaged. This event continues to grow in terms of numbers and specific groups, e.g., Financial Aid, Registrars, CAOs, Residence Life and so forth. The planning committee was much attuned to elevating the sense of tribal culture. With distinctive groups, specific sessions need to be planned for each of these areas and people responsible for each of these areas identified to work on the planning committee. Overall, the participants were very pleased with this conference.

INNOVATING: STRENGTHENING COMMUNITIES



AIHEC NARCH Behavioral Health Initiative

TCU Cohorts: Eleven TCUs now make up two cohorts of TCUs which are currently participating in the AIHEC NARCH Project. The first cohort (CCCC, DC, NWIC, OLC, SCC) are in the final phases of their research projects. These colleges generated some interesting data which, for the most part, will continue to be analyzed. There is also an expectation of publishing the research outcomes in peer-reviewed journals which will go beyond the financial support provided by this initiative. The second cohort of six TCUs (ANC, FPCC, HINU, IC, KBOCC, and TOCC) launched their 2-year projects in January 2016.

SACNAS: With approximately \$100,000 in supplemental funding from the Indian Health Service, AIHEC is supporting 50 TCU and NARCH grantee students and faculty to participate in the annual SACNAS conference in late October in Long Beach, CA. AIHEC prioritized those students who were involved in the NARCH projects as student researchers and hopes to encourage these students to submit poster presentation applications next year. NWIC students have a poster presentation accepted at the 2016 SACNAS conference.

Professional Development: On August 19-20, 22 TCU faculty and staff participated in a special training session that AIHEC hosted in Minneapolis, MN highlighting a 3-course historical trauma series, which Stone Child College developed under its NARCH sub-award. Two SCC faculty and their consultant, who developed the curriculum and taught the pilot sessions, lead the training, which received were asked to provide training

in this curriculum to other TCUs. The “Historical Trauma Curriculum Training” excellent reviews. Consultant Dr. Virginia Allery has agreed to offer this training again in February 2017 so that other TCUs can benefit. Stay tuned for details!

Over the course of this past quarter, one TCU applied for and received AIHEC’s **TCU Faculty Development Professional Scholarship** Opportunity. This on-going professional development award component of the NARCH Project is available at all times. Please urge your faculty and staff in need of professional development in behavioral health strategies to apply!

New NARCH Application: AIHEC submitted a second NARCH application on July 27, which builds on the current NARCH VII project by expanding the research capacity of the TCUs through establishing a data analysis office to provide training, expertise, and support for institutional level research projects. Also proposed is an online resource manual and facilitation of intensive research training for 10 TCUs to complete secondary data analysis using the NIAAA RO1 adaption of an evidence-based, alcohol harm reduction intervention for TCUs, under the project administered through the University of Washington’s Indigenous Wellness Institute.

Annual Behavioral Health Institute: The 4th Annual Behavioral Health Institute will be hosted by Haskell Indian Nations University in June 2017. (We reported on the very successful and productive 2016 Institute, held at Stone Child College, in the summer report.)

Other Initiatives: AIHEC NARCH Program Director Deborah His Horse is Thunder participated in SAMHSA’s National Summit on Collegiate Substance Use Recovery and Health Support on July 19-20 in Washington, D.C. She also served on the advisory committee with input into the content of the summit and co-facilitated a discussion session. This was an opportunity to engage with colleges and universities around the country with premier substance recovery programs. SAMHSA was also interested in being more inclusive in this session and invited SIPI to attend and present as well.

A new briefing report entitled the “AIHEC NARCH Project Summary Report” was developed as an overview of the status of this five-year project and its accomplishments to date. Copies are provided and available [here](#).

Encouraging students to pursue health research careers: AIHEC submitted a proposal to the Innovative Programs to Enhance Research Training (IPERT) National Institutes of Health Program to establish a broad, multi-institutional initiative to coordinate outreach, educational enrichment, mentoring and exposure to research for TCU students. The project, which is directly in line with a daylong roundtable on strategies to address the health professions workforce shortage in Indian Country, which AIHEC CEO Carrie Billy participated in in August, is intended to promote student interest and engagement in health and biomedical research, building on health-focused programs and initiatives which the TCUs currently offer or are involved with. The project will work with a network of professional researchers, faculty and students involved in activities that develop and support student academic and research-specific skills and interests, and inspire students to pursue a career as a health sciences researcher. The proposal was very well reviewed but we are still waiting for official award notification.

Sustainability Initiative:

EcoAmbassadors: The fifth cohort of the Tribal ecoAmbassador program have finished their respective research projects. Throughout this project year, the Tribal ecoAmbassadors have participated in monthly EPA Tribal Science Council meetings, providing participants the opportunity to share their work with a national

audience of experts. TCU students have been recognized through various social media outlets on their individual contributions to their respective environmental research projects. In July, Tribal ecoAmbassadors traveled to Washington, D.C. to collectively present to the EPA Tribal Science Council and meet with officials from EPA and other federal offices on environmental issues impacting their communities. The 5th cohort of Tribal ecoAmbassador projects included:

- HINU: Haskell Sustainability Program: Food Waste Reduction and Landscaping & Habitat Restoration Initiatives. The Haskell Sustainability Program was a campus-wide program that engaged faculty, staff, and students in activities that embody best practices in environmental sustainability and resiliency.
- IAIA: Stories of Change: Creativity and Climate Resilience at the Institute of American Indian Arts. The IAIA Tribal ecoAmbassador project used art and permaculture to enhance public spaces and to create restoration and passive water harvesting systems and bio-retention rain gardens. This project also worked to remediate/detoxify run-off pollutants, decrease heat island effect, increase wildlife habitat and pollinator plants, and support campus beautification efforts.
- KBOCC: Monitoring of Water Temperature Trends in Focal Coldwater Fish Habitats of the Keweenaw Bay Indian Community. The KBOCC Tribal ecoAmbassador project expanded water temperature profiling efforts in habitats of local fish management species as part of the implementation of best-management practices for fisheries of the Lake Superior region.
- NWIC: Rooted Relationships: Peoples and Plants Together in Wellness. The NWIC Tribal ecoAmbassador project, Rooted Relationships, continued to build upon previous efforts at the college to expand and enhance facilities, materials, and instruction concerning the interrelation of people, plants, and wellness.
- SKC: Arsenic on Confederated Salish and Kootenai Tribal Land. The SKC project continued research that identified elevated levels of arsenic in wells on Confederated Salish and Kootenai Tribes (CSKT) land. Arsenic is widely known for its adverse effects on human health. This research helped to identify contaminated wells and provide community outreach.
- TMCC: Water Quality and Abnormal Leech Present in Water bodies Located on the Turtle Mountain Band of Chippewa Indians Reservation. The TMCC Tribal ecoAmbassador project examined recreational activities in Tribal lakes to determine if such activities lead to water contamination resulting in a hazardous environment for invertebrate organisms, specifically leech.

The 6th cohort of Tribal ecoAmbassadors will be announced by EPA in the near future. We look forward to working with the new TCUs throughout the next project year.

Climate Change Resilience: AIHEC continues to work on establishing the Native Climate Resilience Network (NCRN), designed to engage a broad array of American Indian and Alaska Native community stakeholders – students, elders, farmers, fishers, ranchers, educators, Tribal natural resource and land management personnel, and others concerned about emerging climate related issues – in a range of outreach, community education, and research activities intended to institute a coordinated, multi-community effort to understand, anticipate, and respond to likely climate change related threats. This past week, we received an additional \$75,000 from USDA-NRCS to expand our efforts.

In September, AIHEC Sr. Associate for STEM, Al Kuslikis, participated in the Indigenous Peoples' Climate Change Working group meeting, which brought together federal agency representatives and TCU faculty and students to discuss climate change research and adaptation projects, available resources, and explore new partnerships and project ideas.

AIHEC is proposing to submit a proposal NSF Advancing Informal Science Learning program to build on our initiatives. (1-2 sentences) The purpose of the proposal will be to expand AIHEC's climate resiliency initiative by providing resources to TCU faculty and students to work with community stakeholders in the effort to anticipate and respond adaptively to emerging threats from climate change, encouraging community engagement in building resilience to climate change-related threats.

BIA Climate Office: AIHEC has been awarded \$178,000 for a one year project to employ a tribal climate science liaison who will coordinate climate science support resources provided by the Southwest Climate Science Center to support climate work by TCUs and communities in the SCSC service region. The liaison will also facilitate collaborations between the Climate Science Centers serving the other TCUs. We are currently soliciting for the position. Click here to read the job description. This position will be an AIHEC employee based in Tucson, AZ.

TCU VISTA Program: Through \$125,000 in funding from the Natural Resources Conservation Service (NRCS), we have recruited four TCUs to host VISTA volunteers (through the TCU/VISTA Program) for up to 3 years: Salish Kootenai College, College of Menominee Nation, United Tribes Technical College, and Sitting Bull College. TCU/VISTA volunteers assigned to the TCU will assist with all activities associated with local climate change resilience planning, research, and response activities. The Corporation for National and Community Service (CNCS), which operates AmeriCorps VISTA, has identified funds from federal agencies and private sector partners to support placing additional **VISTA volunteers at any TCU willing to host them. Please consider hosting a TCU VISTA.** AIHEC staff will work with all TCUs to help with the application process. If you are interested in hosting a TCU VISTA volunteer, contact Al Kuslikis, akuslikis@aihec.org.

DoE-Advanced Manufacturing Initiative: AIHEC is building build on the initial investment by the Department of Energy's National Nuclear Security Administration establishing the TCU Advanced Manufacturing Network Initiative, which is creating a network of Tribal Colleges and Universities with the essential advanced manufacturing facilities, associated training and education programs, and private sector and federal agency partnerships to both prepare an American Indian advanced manufacturing workforce and create economic and employment opportunities within Tribal communities. The initial cohort includes Bay Mills Community College, Cankdeska Cikana Community College, Navajo Technical University, Salish Kootenai College and Turtle Mountain Community College, The Department of Energy has funded Phase II of the TCU Advanced Manufacturing Network Initiative which will involve faculty professional development, development of a set of advanced manufacturing and related courses that will be made available to all AIHEC member institutions, advanced manufacturing research and development projects, and an Advanced Manufacturing Summer Institute hosted annually by a Tribal College for TCU faculty and students. Phase II will involve a strong partnership with the National Labs, particularly Sandia National Laboratories in Albuquerque. The Institute will also provide an opportunity for an annual meeting with Tribal and industry partners, a critical component to the success of this initiative.

TCU Student Entrepreneurship and Innovation: AIHEC is identifying sponsors for the Native Innovators and Entrepreneurs Launchpad, or Native Launchpad, a comprehensive program designed to provide Tribal College students and Tribal community members' essential entrepreneurial skills, and to help them move business and community-based enterprise projects from idea to implementation. Modeled in large part on the University of Colorado – Denver Launch Pad project, the initiative will foster a culture of entrepreneurship and innovation among Tribal College students and community members. While addressing local community needs and pursuing new opportunities and markets, TCU students will develop and strengthen important life skills

such as planning, team-building, and communication. Most important, students will acquire confidence in their ability to take a leadership role in creating and actualizing an initiative that meets a need or addresses an issue affecting their tribe, community, and family.

USDA-Outreach and Assistance for Socially Disadvantaged and Veteran Farmers and Ranchers: In FY2015, AIHEC was awarded a USDA grant to partner with TCUs to provide outreach and training to Native American farmers and ranchers through three regional workshops, which were completed in 2015. A no-cost extension was awarded to provide a series of webinars to the TCUs on issues of relevance to Native American farmers and ranchers. Webinar topics included the National Climate Assessment, the TCU VISTA opportunity, and water management research needs and possible projects involving TCUs. We have also submitted a new proposal to expand our OASDFR project. AIHEC also submitted a proposal to the Keepseagle plaintiff's "Native American Agricultural Fast Track Fund" (NAAFTF), which is a one-time distribution of \$38 million in settlement funds. Our proposal was to provide funding to allow each TCU to expand and conduct direct outreach and service to Native farmers, ranchers, and fishers. An appeal was filed to the *Keepseagle v. Vilsack* final settlement, so the NAAFTF is no longer on a fast track.

Linguist Society of America TCU Partnership: AIHEC is working with the Linguistic Society of America (LSA) to support a National Science Foundation-funded project titled "Building Capacity in Linguistics and Endangered Languages at Tribal Colleges and Universities". LSA, in coordination with the Endangered Languages Fund will pilot various strategies for building the capacity of TCUs to integrate linguistics into research and other educational programs. Key to this initiative will be an assessment of existing resources in linguistics and Native American languages at TCUs, followed by a satellite workshop hosted at the annual LSA Meeting. The satellite workshop and related activities over the four-day Annual Meeting will include hands on training, exposure to cutting edge research, professional development resources, networking sessions, mentoring and social activities. The team will pilot strategies to increase the integration of linguistics into TCU curricula, to increase professional development and other resources for TCU faculty in linguistics, and to foster collaborations between TCU and research university faculty that build capacity at TCUs. An announcement soliciting applications from TCU faculty and students to participate in the project will be disseminated shortly.

Department of the Interior Office of Trust Records (OTR) Records Management Program: AIHEC was awarded a grant of \$650,000 in late summer from the BIA Office of Trust Records to manage a project intended to increase the number of TCU students prepared to enter the records management workforce. The goal of the project is to establish and sustain a Records Management program offered through at least two Tribal Colleges. The two courses that constitute the certificate or associate level programs could be easily added to existing TCU business certificate or degree programs, and with articulation agreements, students could transfer to Haskell Indian Nation's business program, which includes two upper level record management courses.

In August, AIHEC launched a competitive selection process, hoping to secure two TCUs interested in developing or adapting and offering two 16-week records management courses for online and traditional classroom delivery over a 5-year grant period. Each award is slated to include \$50,000 per year for each of the five years. Unfortunately, we only received one TCU application for this important program. We are currently discussing with OTR a strategy for moving forward given the disappointing response.



ENGAGING: STUDENT SUCCESS

TCU Path to Student Success

Initiative: AIHEC continues to build on the Walmart Student Success Initiative and our NSF-WIDER funded project (Student Success Collaborative focused on supporting adoption of problem-based learning in TCU STEM courses). Our TCU Path to Student Success Initiative focuses on a comprehensive Native student success pipeline, from pre-K/12 to college and career and a lifetime of learning through coordinated activities and a TCU-wide vehicle for identifying and disseminating effective intervention strategies for Native student success, which would involve establishing a TCU Networked Improvement Community (NIC). The TCU NIC would coordinate program research and evaluation processes across all TCUs to quickly and effectively identify and disseminate intervention strategies for improving student outcomes. We are working with the Carnegie Foundation to adapt the NIC model to the TCU community. All of the following initiatives are components of our TCU Path to Student Success Initiative. In addition to the following, we are working with the HOPE Lab at the University of Wisconsin on a proposal to study the impact of small emergency loans on student retention and ultimately, student success in completing their chosen programs of study.

• **Pre-K/12 Pipeline:**

The BIE-AIHEC “College Bound” Initiative: The American Indian Higher Education Consortium (AIHEC), in collaboration with the U.S. Department of Interior, Bureau of Indian Education (BIE) is successfully implementing the *TCU College Bound Initiative*. The BIE-AIHEC College Bound Initiative supports Tribal Colleges and Universities (TCUs) to conduct a range of enrichment and intervention strategies with their local BIE K-16 schools. The selected interventions are intended to prepare and encourage a greater number of students attending BIE schools to pursue higher education, with a particular focus on improving student learning and success in math and English/writing composition. AIHEC hosts conference calls to create a Community of Practice among participating TCUs where they are able to provide updates, opportunities and share best practices among each other. The next call held in September will feature Lac Court Oreilles Ojibwa Community College. AIHEC has scheduled an “All Hands for Student Success” meeting for December 14, 2016 in Rapid City, SD.

AIHEC-NAIHSA Partnership: AIHEC continues to serve as an active member on the National American Indian/Alaska Native Collaboration Advisory Council, working with the group to strengthen partnerships between TCUs and your tribal Head Start programs. Two key goals are to secure renewed funding for the TCU-Head Start Partnership program, for which a major push is planned with the new Administration

and with Congress as work begins in preparation for the reauthorization of the Head Start Act; and a new effort to strengthen Head Start Native language and language immersion programs. In addition, AIHEC is drafting a Memorandum of Agreement, to be signed by AIHEC and the National Indian Head Start Directors Association.

- **College Pipeline – Cultures of Inquiry:**

AIHEC Student Success Collaborative: The second cohort of the AIHEC Student Success Collaborative has successfully implemented their Problem Based Learning (PBL) strategies in TCU classrooms. Tohono O’odham Community College developed and implemented culturally-relevant, evidence based teaching and learning practices. The units were developed by using the indigenous education model and framework based on the cultural symbol “Man in the Maze” which represents a person’s journey through life. These PBL units focused around the theme of “Sustainability through Life Balance” by incorporating environmental sustainability, health and well-being. This project also served as a pilot from expanded through math and science offerings at TOCC. During the 2015-2016 Academic Year, TOCC incorporated PBL in seven courses impacting 55 students. Based on the results of the evaluation, the PBL units designed using the Man In The Maze educational model has increased student success in math and science in the following areas: Understanding scientific and mathematical concepts, improving understanding of the core values, improving attitudes toward math and science, integration of learning into daily life. In addition, the average pass rate was 99 percent with an attendance rate of 95 percent. Based on the success of the application of Man in the Maze model in the PBL units, TOCC has expanded the model to use as a basis for curriculum development and program-level assessment in the A.S. Life Sciences Program. Northwest Indian College implemented PBL in two biology classes, one chemistry class and a Native Environmental Science class. Framing courses around the importance of cultural and environmental indicators proved successful. Students also engaged their local waterways including the Nooksak River, Tulalip Bay and Chico Creek by utilizing a Lummi elder in their Environmental Science class. NWIC is currently working PBL in a Math class as well as an additional Chemistry class. AIHEC recently submitted an annual report to NSF and is currently assessing funds for future PBL activities at TCUs.

- **AIHEC- Achieving the Dream:** AIHEC is currently seeking proposals from TCUs who are dedicated to improving student success and completion through a resource rich strategy that builds a sustainable culture of evidence and inquiry. With support from the Helmsley Foundation and a new partnership with Achieving the Dream, the 2-year initiative will provide ATD resources for up to eight TCUs including: coaches, webinars and other strategies- all tailored to the needs of TCUs, rather than grant funding. ATD will provide technical assistance and encourage TCUs to participate in ATD’s Annual DREAM Institute. Additionally, ATD and AIHEC will facilitate TCU participation utilizing the National Student Clearinghouse to strengthen TCU analysis capacity. Applications are due by October 8, 2016. AIHEC hosted its first webinar on September 27 and will be providing more information at the Fall Board Meeting. The first meeting will take place December 15-16 in Rapid City, SD. Should you have question or for more information, contact Nikki Pitre, npitre@aihec.org.

- **Lifelong Learning: Competency Based Education (CBE) and Prior Learning Assessment:** AIHEC submitted a planning proposal to the Lumina Foundation, in partnership with CAEL, for a systemic initiative to strengthen the capacity of the TCUs to focus on the needs and completion rates of adult learners. The Lumina Foundation liked our proposal so much that our program officer requested that we modify the \$250,000 planning proposal into a \$600,000 pilot initiative, to be jointly funded by the Lumina Foundation and USA Funds. We are currently in the final stages of proposal consideration by both

organizations.

The project will assess TCUs as “adult learner focused institutions,” and then help a smaller group of interested TCUs to create mechanisms for granting adults credit for the knowledge and experience they bring to their academic programs (prior learning assessment, or PLA) or to develop a set of competency based education courses to speed adult learner completion, while at the same time assisting TCUs in becoming more adult-learning and completion-focused through targeted technical assistance, training, and establishment of a community of CBE practice involving all participating TCUs.

- **Alternative Entry Points: The New GED:** AIHEC is continuing discussions with the U.S. Department of Education, the American Council on Education and others to develop alternative “GED” test for a non-College bound track.

International Activities:

- **AIHEC-Asociación Nacional de Universidades Interculturales (ANUI) Partnership:** AIHEC staff are in discussions with Indigenous higher education leaders from Mexico regarding the possibility of developing an MOU between our two organizations that would strengthen Indigenous higher education in North America. A key component of the partnership would be faculty and student exchanges between TCUs and Indigenous institutions in Mexico. The next step would be for a small group of TCU presidents and staff to visit ANUI institutions in Mexico.
- **WINHEC:** The WINHEC annual meeting took place in late September in New Zealand. Although AIHEC staff did not attend, Carrie Billy continues to serve on the executive board and the WINHEC Accreditation Committee. At this year’s meeting, Fond du Lac Tribal and Community College presented their Self-Study for full accreditation by WINHEC. In addition to Fond du Lac staff, Navajo Technical University also attended the WINHEC conference.

AIHEC Student Congress (ASC): The term for the 2016-2017 ASC began with elections held in March at the AIHEC Student Conference in Minneapolis, MN. Working with select members of the 2015-2016 ASC, this year’s congress planned, coordinated, and executed the AIHEC LIFE (Leaders in Future Endeavors) Conference, hosted at IAIA, which continued the legacy of an AIHEC student leadership summer meeting.



This year’s LIFE conference was extremely successful with 44 total participants, 3 major speakers, plenty of meals and team activities, and a trip to Bandelier National Monument in northern New Mexico. The ASC members are actively working to establish permanent guidelines for future congress members to follow to maintain continuity year-to-year in future AIHEC LIFE Conferences. For the upcoming college term, the ASC is working on establishing an Indigenous Peoples’ Day at each TCU, developing a TCU student handbook for new or potential students, registering students at

TCUs to vote in the upcoming national fall election, and designing posters and T-shirts to continue spreading the name and functions of AIHEC and the ASC.

2017 AIHEC Student Conference: The 2017 AIHEC Student Conference will be held at the Best Western Ramkota Hotel and Conference Center in Rapid City, SD, March 19-21. The lead coordinator for this year’s conference is one of the five commissioners on the AIHEC Student Conference Commission, Jonnie Clifford from Oglala Lakota College (OLC). The AIHEC Student Conference Commission forwarded recommendations and rule changes to the AIHEC Student Activities Committee for their approval. The suggested rule changes include changes to the business bowl, film festival, knowledge bowl, and volleyball competitions.

Recommendations from the commission included the addition of an ASC Spirit Award to the student awards and the inclusion of competition coordinator reports during regular host committee meetings. Once these suggested changes are approved by the AIHEC Student Activities Committee and the AIHEC Board of Directors in New Orleans on October 7, the changes will be included in the 2017 AIHEC Student Conference Handbook and the 2017 AIHEC Student Conference website will be launched by OLC.

AIHEC Athletic Commission: The 2017 AIHEC National Basketball Tournament will be hosted by Oglala Lakota College in Rapid City, SD, March 15-19, with a coaches meeting scheduled for the evening of March 14. The AIHEC Athletic Commission met in March 2016 to discuss allowing the TCUs in the region hosting the AIHEC Student Conference to have the right of first refusal to also host the AIHEC National Basketball Tournament. AIHEC altered the bidding process to host the tournament to provide an additional advantage to TCUs in the region hosting the AIHEC Student Conference that also bid to host the basketball tournament. Additionally, the Athletic Commission discussed the successes and lessons learned from their participation in the World Indigenous Peoples Games in Brazil during fall 2015. The suggested location for the next World Indigenous Peoples Games is Canada in 2017. Finally, noting that five of the athletic commissioners' terms expired in the same year (2017), the commission forwarded a motion to the AIHEC Student Activities Committee to alter two of the commissioners' terms so that only three commissioners' terms expire at a time. The AIHEC Athletic Commission will meet once more in 2016 on October 5 with the following items on the agenda: creation of a Montana-Dakota League, student-athlete eligibility, commissioner recommendations for two vacancies on the commission, and slight changes to the basketball tournament request for proposals.

Violence Against Native Women Task Force: AIHEC has joined with NCAI and other Indigenous women's/girl's health organizations to launch a new initiative: "IReCEV" – the Indigenous Research Collaborative to End Violence, to address the challenge of domestic violence in our tribal communities, including on our TCU campuses. The group has met in person once and communicates on an ongoing basis via email. Group members have provided advice and guidance to AIHEC over the past few months on key anti-violence legislation and policy implementation.

Generation Indigenous (Gen-I): For the third consecutive year, the Obama Administration has invited a diverse group of Native American youth (ages 14-24) from across the country to participate in the 2016 White House Tribal Nations Conference on September 25-27 in Washington, DC. The annual conference provides youth with the opportunity to join elected officials from many, if not most, of the 567 federally recognized tribes in engaging with the President and members of his cabinet. AIHEC participated in the Tribal Nations conference again this year.

Note: new AIHEC projects and grants are described in more detail elsewhere in the Board book.

**SUMMARY OF ESSENTIAL NO-COST AMENDMENTS TO THE
TRIBALLY CONTROLLED COLLEGES AND UNIVERSITIES ASSISTANCE ACT**
(Summer 2016)

To ensure the **sustainability and competitiveness** of the nation's 37 Tribal Colleges and Universities (TCUs), the presidents of these tribally and federally chartered institutions of higher education urge Congress to enact the following **essential** amendments to the Tribally Controlled Colleges and Universities Assistance Act of 1978 before the end of the 114th Congress. These four modest, **no-cost** amendments are specific only to TCUs and will have no impact on other institutions of higher education or American Indian/Alaska Native (AI/AN) tribes or programs.

(1) DUAL CREDIT STUDENTS

Amendment: In the last sentence in Section 1801(b)(3) insert "solely" before "obtaining a high school degree"

Justification: The law currently does not allow TCUs to count students that are enrolled in high school dual credit programs. As more and more institutions and students are seeking to complete degrees as early as possible, dual credit programs are growing. Dual credit students are garnering college credit as they finish their secondary education requirements. This amendment would permit colleges to make dual credit students part of the Indian Student Count for formula funding.

(2) CLARIFYING ELIGIBILITY FOR FORMULA OPERATING GRANTS

Amendment: In Sec. 1804(3) strike "If in operation more than one year, has" and insert "On-campus, has" before "students a majority of whom are Indians".

Justification: To be eligible to receive a grant under this Act, a TCU must have a majority AI/AN enrollment, irrespective of when the college was established. Clarifying that an institution's eligibility to receive funding under Title I of the Tribally Controlled Colleges and Universities Assistance Act is based on its on-campus students will allow the TCUs to expand their outreach through online programs. This will bolster their operating funds through increased tuition revenue while allowing TCUs to serve more AI/ANs and others seeking affordable postsecondary education opportunities, including those in urban centers.

(3) HOLD HARMLESS

Amendments to Sec. 1808

- a. In subsection (a), strike "(2) Exception" and insert in lieu thereof "(2) Exceptions"
- b. Insert a new subparagraph (A) as follows, and designate the subsequent paragraph as "(B):
"(A) If the sum appropriated for any fiscal year for grants under this section is not sufficient to pay in full the total amount that approved applicants are eligible to receive under this section for such fiscal year, the Secretary shall first allocate to each such applicant that received funds under this part for the preceding fiscal year an amount equal to 100 percent of the product of the per capita payment for the preceding fiscal year and such applicant's Indian student count for the current program year, plus an amount equal to the actual cost of any increase to the per capita figure resulting from inflationary increases to necessary costs beyond the institution's control."

Justification: A new exception is warranted to provide a “hold harmless” for those TCUs currently funded under the Title I of the Act. With the new exception, the Secretary is directed to first allocate available funds to existing TCUs before any new grants are awarded. This is to ensure some stability in operating budgets for the colleges currently funded under Title I.

(4) TCU ENDOWMENT PROGRAM

Option One: *Create a Process for Repayment and Sunset on Endowment Grants*

Amendment: Amend Sec. 1832(b) as follows:

Strike Sec. 1832(b)(4) and redesignate subsequent subsections accordingly.

Strike “and” at the end of Sec. 1832(b)(4), as redesignated, and strike the period at the end of Sec. 1832(b)(5), as redesignated and insert in lieu thereof “; and

(c) Term of Grants: The period of a grant under this section shall be not more than 20 years.

During the grant period, an institution may withdraw and expend interest income generated by the endowment for any operating or academic purpose. An institution may not withdraw or expend any of the endowment fund corpus. After the termination of the grant period, an institution may use the endowment fund corpus for any operating or academic purpose.

(d) Repayment provisions

(1) Repayment: If at any time an institution withdraws part of the endowment fund corpus, the institution shall repay to the Secretary an amount equal to 150 percent of the withdrawn amount. The Secretary may use up to 75 percent of such repaid funds to make additional endowment grants to, or to increase existing endowment grants at, other eligible institutions.

(2) Waiver: The Secretary may waive the requirements of subsection (c) if the institution demonstrates such an expenditure is necessary because of (I) a financial emergency, such as a pending insolvency or temporary liquidity problem; (II) a life-threatening situation occasioned by a natural disaster or arson; or (III) any other unusual occurrence or exigent circumstance.”

Justification: By striking subsection (b)(4) and replacing it with this amendment we are seeking to realign the TCU endowment program to better address the needs of the TCUs, and putting this program more in line with Department of Education (ED) Title III endowment programs. The amendment would sunset endowments created with TCCUAA endowment program grants after 20 years and establishes a process to repay funds, with a penalty, taken from the endowment. It also provides the Secretary authority to waive any penalty should he or she determine that the funds are temporarily needed to help address emergencies, such as serious cash shortfalls and natural or man-made disasters.

Option Two: *Eliminate the Tribal College Act Endowment Program*

Amendment: Strike Secs. 1831-1836 and dissolve the existing endowments created under this program after 20 years.

Justification: The TCU endowment program has become more trouble than it is actually worth. The program is funded at a mere \$109,000/year. TCUs that participate in the program receive approximately \$12,000/year to fund their endowments. Moreover, the reporting requirements and required audits on these accounts are no less stringent than multi-million dollar endowment grants.

Tougher Scrutiny for Colleges With Low Graduation Rates

September 21, 2016

Andrew Kreighbaum, Inside Higher Ed

Responding to sharp criticism, regional accrediting agencies will focus extra attention on institutions with below-average performance. A year ago, *The Wall Street Journal* called regional accreditors the watchdogs that "rarely bite," and in recent months the federal panel that oversees those agencies has increasingly asked them to justify how they approve colleges with low graduation rates and high rates of student loan defaults. Today, the seven regional accrediting agencies took a step toward responding to that criticism with the announcement of a joint effort to further scrutinize institutions with extremely low graduation rates.

Members of the Council of Regional Accrediting Commissions will ask **four-year institutions with graduation rates at or below 25 percent over six years and two-year institutions at or below 15 percent over four years** -- half the national average for first-year, full-time students -- to account for **how they are working to improve those numbers**. In the coming days, the regional accreditors will contact colleges and universities they oversee who meet those criteria, notifying them that they will be under additional review. They will share how colleges are working to address those challenges and hold those falling short further accountable.

"Institutions want their students to be successful and so part of what we'll learn is more about the various ways that they're systematically going about that," said Barbara Brittingham, chair of the council and president of the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges.

Of the nearly 3,000 institutions overseen nationwide by seven regional accreditors, the additional review will affect 266 four-year colleges and universities and 279 two-year institutions, according to an analysis of data from the Integrated Postsecondary Education Data System.

"We applaud the plan announced today by the Council of Regional Accrediting Commissions, which is designed to ensure that colleges and universities are doing all they can to enable their students to graduate with a quality degree," said American Council on Education President Molly Corbett Broad in a statement. "Under this new policy, regional accreditors will use a set of common criteria to identify institutions that may be struggling and subject them to additional scrutiny, while also considering individual institutional missions and student populations."

The new focus for members of the accrediting council comes after regional accreditors have been taken to task for continuing to give approval to persistently low-performing institutions. A *Wall Street Journal* article from June 2015 drew attention to the high number of four-year colleges approved by regional accrediting bodies that had low graduation or high loan default rates. The previous year, the seven regional accrediting groups said they would issue a common framework of terms and better align their actions toward their higher ed institutions in response to mounting complaints about the failures of accrediting bodies.

“We have each been concerned for a long period of time about metrics like graduation rates, and we have heard the considerable interest, particularly in Washington but also the press, about these [low graduation rates],” Brittingham said. “We wanted to be responsive to that concern in a cooperative way but also do it in a way that reflects the complexity of institutions and to learn from [the process].” The expanded review of regionally accredited colleges and universities will also account for loan default and loan repayment rates, two areas that have received increased attention from the U.S. Department of Education.

The council meets next week in Washington, D.C. Brittingham said member organizations would discuss then the timeline for sharing and acting on their findings from the review. As part of the expanded reviews, the accrediting organizations will have at their disposal their usual tool kit -- peer visits to institutions, focused evaluations or, in cases where accreditors see real cause for concern, probation or withdrawal of accreditation.

Of the four-year institutions that would fall under criteria for additional review, 85 are public, 73 are private and 105 are for-profit colleges. A large number of institutions that meet those criteria also include community colleges, historically black colleges and universities and other minority-serving institutions. The council said it is aware that a single graduation rate metric cannot fully gauge the successes or failures at those institutions. The accreditors will accordingly include data such as transfer rates in its review to add more context to their judgment of those institutions.

Those institutions aren't necessarily experiencing trepidation over additional reviews by accrediting agencies. David Baime, senior vice president for government relations and policy analysis for the American Association of Community Colleges, said colleges are already focused on improving metrics such as completion rates. “People look at accreditation as a gatekeeper issue,” Baime said. “Institutions look at accreditation as a mechanism to help them improve. They invest tremendous resources into it. They take it tremendously seriously as a process.”

Senators Warren, Durbin, and Schatz introduce:

The Accreditation Reform and Enhanced Accountability Act

Modernizing the higher education quality assurance system to improve student outcomes, reduce student debt, and safeguard taxpayer investments

The most basic building block of our economy is a highly educated workforce, and higher education is a critical pathway of opportunity for students seeking to gain a foothold into the American middle class. For over 50 years, the goal of the federal government's investment in higher education is to expand access for all students. However, as student debt balloons to over \$1.3 trillion, it is becoming clear that too many students are left with crushing debt and poor prospects in the job market.

College accreditation is the cornerstone of the nation's higher education quality assurance system — safeguarding the integrity of American higher education, guaranteeing quality for students and families, and serving as a critical gatekeeper to tens of billions of dollars a year in student aid investments from the federal government. But this system is broken. Lack of accountability and poor oversight have allowed poor performing and even fraudulent colleges to flourish at the expense of students and taxpayers, leading to *The Wall Street Journal* calling college accreditors “watchdogs that rarely bite”.¹

Congress must ensure that students are accessing a high-quality education that will improve their lives, not leave them jobless and bankrupt. It became painfully evident with the recent closure of Corinthian Colleges and ITT Tech, which were both *still* accredited at bankruptcy, that the failure of our quality assurance system hurts students and costs the government billions of dollars. It is time to bring our nation's higher education accreditation system into the 21st century to improve the quality of higher education, protect students, and safeguard taxpayer investments.

The *Accreditation Reform and Enhanced Accountability Act* (AREAA) recognizes the importance of accreditation in continuous, peer-directed institutional improvement—but modernizes college accreditation by refocusing accreditation on the most important question: how well are colleges serving their students? Currently, accreditors spend too much time looking at the wrong things; this legislation calls on accreditors to evaluate quality in the context of actual student outcomes, rather than just inputs.

The *Accreditation Reform and Enhanced Accountability Act* would:

- **Require** the Department of Education to establish standards for student outcome data (e.g. loan repayment rate, loan default rate, graduation rate, retention rate, student earnings, job placement rate, etc.) that accreditors must use when evaluating colleges, including minimum baseline thresholds for select outcomes metrics that colleges must meet in order to remain accredited.
- **Safeguard** access by giving accreditors the ability to evaluate college affordability and Pell student enrollment levels.
- **Strengthen** consumer protections by forcing accreditors to respond quickly to federal and state investigations and lawsuits regarding fraud, and by requiring accreditors to take action to protect students in the face of other warning signs of institutional instability.
- **Increase** transparency around accreditation decisions for students, families, and regulators.
- **Clean-up** conflicts-of-interest in college accreditation between accreditors and the colleges they accredit.
- **Increase** accountability by giving the Secretary more authority to terminate or fine accreditors that fail to do their job.

¹ Andrea Fuller, Douglas Belkin, “The Watchdogs of College Education Rarely Bite,” *The Wall Street Journal*, June 17, 2015, <http://www.wsj.com/articles/the-watchdogs-of-college-education-rarely-bite-1434594602>



UPCOMING AIHEC BOARD OF DIRECTORS MEETINGS: 2017-2018

DATE	MEETING	LOCATION
February 6-9, 2017	AIHEC 2017 Winter Meeting	Washington Court Hotel Washington, D.C.
March 16-18, 2017	AIHEC Spring 2017 Board Meeting	Best Western Ramkota Hotel & Conference Center Rapid City, SD
<i>March 19-21, 2017</i>	<i>AIHEC 2017 Student Conference</i>	<i>Best Western Ramkota Hotel & Conference Center Rapid City, SD</i>
Week of June 5 or June 19, 2017	AIHEC Summer 2017 Board Meeting	TCU Venue OR Washington, DC
July 31-Aug. 3, 2017	ACCESS Conference: "AIHEC Commitment to Campus Effectiveness & Student Success" <i>(formerly SKC TCU Summer Meeting)</i>	Salish Kootenai College, Pablo, MT
Oct. 5-7, 2017	AIHEC Fall 2017 Board Meeting	Caribe Royale, Orlando, FL: in conjunction w/NIEA
<i>Oct. 4-7, 2017</i>	<i>48th Annual NIEA Conference</i>	<i>Caribe Royale, Orlando, FL</i>
February 12-15, 2018	AIHEC 2018 Winter Meeting	Washington Court Hotel Washington, D.C.
March 9-10, 2018	AIHEC Spring 2018 Board Meeting	Bismarck, ND
<i>March 11-14, 2018</i>	<i>AIHEC 2018 Student Conference</i>	<i>Bismarck, ND</i>
July 9-11, 2018	AIHEC Summer 2018 Board Meeting	TCU venue
July 30-Aug. 2, 2018	Annual ACCESS Conference	TBA
<i>Oct. 10-13, 2018</i>	<i>49th Annual NIEA Conference</i>	<i>Hartford, Connecticut</i>
Oct. 9-10, 2018	AIHEC Fall 2018 Board Meeting	Hartford, CT
<i>Oct. 21-26, 2018</i>	<i>75th Annual NCAI Conference</i>	<i>Denver, CO</i>
<i>Spring 2019</i>	<i>AIHEC 2019 Student Conference</i>	<i>NW/Montana</i>
<i>Spring 2020</i>	<i>AIHEC 2020 Student Conference</i>	<i>Southwest/OK</i>

TRIBAL COLLEGES AND UNIVERSITIES
EVENT or ISSUE: TCU GRADUATION DATES

Updated: September 30, 2016

		Graduation Date
OK	College of the Muscogee Nation	4/21/2017 (Tentative)
NM	Southwestern Indian Polytechnic Institute	21-Apr-17
AK	Ilisagvik College	29-Apr-17
MT	Little Big Horn College	5-May-17
MI	Keweenaw Bay Ojibwa Community College	6-May-17
MT	Chief Dull Knife College	9-May-17
SD	Oglala Lakota College	11-May-17
MT	Blackfeet Community College	11-May-17
ND	Sitting Bull College	11-May-17
MI	Bay Mills Community College	12-May-17
ND	United Tribes Technical College	12-May-17
ND	Turtle Mountain Community College	12-May-17
AZ	Diné College	12-May-17
MT	Stone Child College	12-May-16
ND	Nueta Hidatsa Sanish College	12-May-17
NM	Navajo Technical University	12-May-16
MT	Aaniih Nakoda College	5/13/2017 (Tentative)
MT	Fort Peck Community College	13-May-17
OK	Comanche Nation College	13-May-17
NM	Institute of American Indian Arts	13-May-17
SD	Sisseton Wahpeton Community College	13-May-17
MN	White Earth Tribal and Community College	13-May-17
ND	Cankdeska Cikana Community College	13-May-17
NE	Little Priest Tribal College	13-May-17
AZ	Tohono O'odham Community College	17-May-17
MN	Fond du Lac Tribal and Community College	18-May-17
WI	Lac Courte Oreilles Ojibwa Community College	18-May-17
MI	Saginaw Community College	5/18/2017 (Tentative)
MN	Red Lake Nation College <i>(Associate)</i>	5/19/2017 (Tentative)
KS	Haskell Indian Nations University	19-May-17
MN	Leech Lake Tribal College	19-May-17
NE	Nebraska Indian Community College	20-May-17
WI	College of Menominee Nation	27-May-17
MT	Salish Kootenai College	10-Jun-17
WA	Northwest Indian College	16-Jun-17
SD	Sinte Gleska University	25-Aug-17
WY	Wind River Tribal College <i>(Associate)</i>	-

August 10, 2016

Ms. Carrie Billy, CEO/President
American Indian Higher Education Consortium
121 Oronoco Street
Alexandria, VA 22314

RE: SKC TCU Summer Meeting

Dear Carrie,

As a planning committee, we would like to thank you and AIHEC for your strong support of the SKC TCU Summer Meeting. The initial feedback for this year's meeting has been outstanding. The Committee has worked hard to bring all components of the TCUs together to facilitate a sense of team work and camaraderie that is so essential for effective services to our students. This is the third year of working together and we believe that we found the right balance in so that this message is truly reinforced. There is strong interest in other groups who want presentation and discussion threads in addition to the Financial Aid Officers, Registrars, Chief Academic Officers, and Residence Life. For example, we have heard requests from data managers (i.e., institutional research) and campus security personnel. One hundred seventy-eight (178) people registered for this year's event with 158 actual participants. This event continues to grow in numbers.

The recent decision by the AIHEC Presidents to move this meeting to other TCUs is a great concern to those of us who have been working to make this a successful event for many years. We would like the AIHEC Board to reconsider its decision based on the following concerns:

- SKC is a founding member of this event with Randy Morigeau (former Financial Aid Director) and Ms. Jackie Swain (current Financial Aid Director) active members of the planning committee for over 25 years continuously;
- SKC is a reservation-based TCU which has facilitated a strong Native cultural presence;
- SKC has been able to provide the facilities to host 150 to 200 people to attend this annual event;
- SKC has a highly capable and experienced staff who have been willing to do the extra work to effectively and hospitably host everyone.

These are significant issues as only three urban-based TCUs may have the facilities to host an event of this size. The availability of hotel rooms is another major concern. SKC has been fortunate to be able to have a *tribally-owned* hotel that can accommodate a significant number of conference participants with an overflow hotel that has allowed most of the people to be able to socialize together after a day of meetings. There are also seven TCUs in Montana with nine TCUs in North and South Dakota and Wyoming which means that there are 15 TCUs within driving distance.

It is our understanding the continuing education units awarded by SKC is also an issue for the AIHEC Board. It is suggested that every TCU who sends participants, award their participants CEUs for this event.

As a planning committee, we ask that prompt consideration be given to allowing this event to remain at Salish Kootenai College. Hotel rooms must be reserved immediately to assure that enough hotel space will be available for next year's event. SKC has offered to open up dorms at \$30 per night with \$25 cleaning fee. Participants will be able to cook there as dishes are provided. They would only have to bring personal bathroom toiletries i.e. towels. It may also be possible to look into vacation rentals for the week. One TCU rented a house last week which cost them \$1200 for the week for five to six people. They were able to cooked their meals there as well. SKC did offered a free room for the week to a TCU that pre-registered and paid prior to a deadline but they declined the room because "they would come out ahead not accepting the room."

If AIHEC and the Board decides to move forward with its decision to rotate this event, then we request that the 2017 TCU Summer Meeting be hosted by SKC to allow the TCU selected to host the 2018 event to attend and become familiar with the logistics and overall demands of the host institution.

We look forward to your response.

Respectfully,

John Gritts, DOE
Koreen Ressler, SBC
Jackie Swain, SKC
Deborah His Horse is Thunder, AIHEC
Midas Gunhammer, SGU



AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

AIHEC Proposals under Development requiring Board approval: Fall Board of Directors Meeting 2016

- 1. A proposal to the Indian Health Service Division of Planning, Evaluation and Research, National Native Health Research Training Initiative, Announcement Number HHS-2017-HIS-DPER-001.**

The goal of this project is to work in partnership with the Native Research Network (NRN), AIHEC, and the Alaska Native Tribal Health Consortium (ANTHC) to build capacity and disseminate new and best practices for AI/AN health research and promote Tribally-driven research activity through a variety of educational and training opportunities. Available funding for the project is up to \$225,000 per year for a period of five years. The following objectives have been identified by NRN for the project:

1. Develop, hold and evaluate an annual Native Health Research Conference to showcase current research with potential to reduce health disparities in AI/AN communities.
2. Develop a sustainable partnership via an MOA to engage TCUs in education, professional development, and mentoring activities around AI/AN health research.
3. Explore and disseminate health research methodologies that are appropriate in examining health disparities and health promotion issues pertinent to AIAN populations through NRN and other conferences and workshops.
4. Offer health research workshops and webinars to promote understanding of and appreciation for the importance of research in addressing community health needs.

- 2. National Science Foundation Advancing Informal Science Learning, Program Solicitation NSF-593.**

The purpose of the proposal is to expand AIHEC's climate resiliency initiative by providing resources to TCU faculty and students to work with community stakeholders in the effort to anticipate and respond adaptively to emerging threats from climate change, encouraging community engagement building community resilience to climate change-related threats. The project will establish community-based climate inquiry projects at participating Tribal communities. Coordinated by TCU faculty and students, each site will include outreach and training to recruit participants and prepare them to carry out research projects, initiated by a community visioning event hosted by the TCU. Through the visioning process, community members, Tribal leadership, climate scientists, elders, and other stakeholders will discuss climate-related issues and identify climate response priorities that will provide the basis for each community's project. The project will build on an existing network of national climate, environmental and biological science experts available to serve as advisors and otherwise provide resources to community projects. The project will develop a knowledge base for community based climate change response. This will be accomplished through managed information sharing, cross-community networking, and coordinated involvement of national climate change research and education resources. Participants in the project are expected to include: 1) K-16 students; 2) K-16 educators; 3) community members whose work involves environmental monitoring and management (e.g. Tribal agency personnel); 4) adult community members (including elders) without affiliation with an agency or organization directly involved with environmental/resource management; 5) community members



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involved with decision making regarding environmental monitoring, management and climate impact mitigation.

3. National Science Foundation Advanced Technological Education, Program Solicitation NSF 14-577.

This proposal will request funds to convene the TCUs currently involved in AIHEC's advanced manufacturing project, other interested TCUs and industry and National Laboratory representatives to develop new partnerships and explore strategies for expanding the AIHEC Advanced Manufacturing Initiative to include as many TCUs and Tribal and industry partners as possible. The overall goal of this meeting is to expand the network of Tribal Colleges and Universities with the essential advanced manufacturing facilities, associated training and education programs, and private sector and federal agency partnerships to both prepare an American Indian advanced manufacturing workforce and create economic and employment opportunities within Tribal communities through design, manufacture and marketing of high quality products. The TCU Advanced Manufacturing Initiative represents a core component of a broader vision to establish an expansive partnership involving the TCUs, the Department of Energy's Office of Indian Energy, Tribal governmental agencies involved with economic development and energy sovereignty, the National Laboratories, and industry partners in identifying, developing, and implementing technologies that support the goal of Tribal economic and energy independence.

4. National Science Foundation Improving Undergraduate STEM Education, Solicitation NSF 15-585

The purpose of this proposal is to support TCUs in developing, exploring, and disseminating STEM teaching and learning strategies piloted through AIHEC's Indigenous Problem-based Learning Initiative, helping students successfully complete STEM programs and pursue STEM education and professional careers. National objectives supported by this program include broadening the implementation of effective instructional practices and innovations at two and four year institutions, creating seamless transitions between them, and supporting the retention of STEM students by addressing the high failure rates in introductory courses, especially mathematics. Other goals include developing increased use of inquiry-based laboratories and research-based courses and further work on the design, development, and widespread implementation of effective STEM learning and teaching knowledge and practices, as well as foundational research on STEM teaching and STEM learning. AIHEC's focus on Indigenous PBL, which combines PBL with the IEF, will help to ensure that TCU STEM academic programs are not only effective in preparing students to enter the STEM workforce, but also serve as a vehicle for promoting the use of traditional knowledge practices while working with Western science, engineering and technology concepts and methods.



**AMERICAN INDIAN
HIGHER EDUCATION CONSORTIUM**

2016 FALL BOARD OF DIRECTORS MEETING – MOTION REQUESTS

Fall 2016_Motion #__. That the AIHEC Board of Directors supports the submission of a proposal to the Indian Health Service Division of Planning, Evaluation and Research, National Native Health Research Training Initiative, Announcement Number HHS-2017-HIS-DPER-001, in partnership with the Native Research Network.

Statement of Purpose: The purpose of this project is to work in partnership with the Native Research Network (NRN) and the Alaska Native Tribal Health Consortium (ANTHC) to plan and host an annual AI/AN health research conference, funded through a 5-year cooperative agreement with IHS. The overall goal is to build capacity and disseminate new and best practices for AI/AN health research and promote Tribally-driven research activity through a variety of educational and training opportunities.

Fall 2016_Motion #__. That the AIHEC Board of Directors supports the submission of a proposal from the AIHEC Central Office to the National Science Foundation Advancing Informal Science Learning, Program Solicitation NSF-593.

Statement of Purpose: The purpose of the NSF Advancing Informal Science Learning proposal is to expand AIHEC's climate resiliency initiative by providing resources to TCU faculty and students to work with community stakeholders in the effort to anticipate and respond adaptively to emerging threats from climate change, encouraging community engagement building community resilience to climate change-related threats.

Fall 2016_Motion #__. That the AIHEC Board of Directors supports the submission of a proposal from the AIHEC Central Office to the National Science Foundation Advanced Technological Education, Program Solicitation NSF 14-577.

Statement of Purpose: To submit a conference proposal to convene the TCUs currently involved in AIHEC's advanced manufacturing project, other interested TCUs and industry and National Laboratory representatives to develop new partnerships and explore strategies for expanding the



**AMERICAN INDIAN
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AIHEC Advanced Manufacturing Initiative to include as many TCUs and Tribal and industry partners as possible.

Fall 2016_Motion #__. That the AIHEC Board of Directors supports the submission of a proposal by AIHEC to the National Science Foundation Improving Undergraduate STEM Education, Solicitation NSF 15-585 from the AIHEC Central Office to build and expand student STEM success.

Statement of Purpose: To continue developing, exploring, and disseminating STEM teaching and learning strategies piloted through AIHEC's Indigenous Problem-based Learning Initiative, helping students successfully complete STEM programs and pursue STEM education and professional careers.