



American Indian Higher Education Consortium  
AIHEC Spring 2016 Board of Directors Meeting  
Saturday, March 12, 2016 10:00 AM  
Minneapolis Convention Center; Room 205

Prepared for Carrie Billy



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- I. Call to Order - Cynthia Lindquist, Board Chair  
*10:00 a.m. Saturday, March 12, 2016*  
*Minneapolis Convention Center, Room 205*
  - A. Opening Prayer
  - B. Roll Call - Carrie Billy
  - C. 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. Partner & Affiliate Reports
  - A. AIHEC Student Congress - Christopher Sindone, ASC President
  - B. AIHEC 2016 Student Conference - Diane Vertin, President LOOCC
  - C. FALCON - John Phillips, Executive Director
  - D. TCU Librarians' Association  
*(Written Report)*
  - E. American Indian College Fund - Cheryl Crazy Bull, President & CEO
  - F. WHIAIANE - William Mendoza, Executive Director
- V. Recess to a Time Certain - Cynthia Lindquist  
*The AIHEC Board meeting will recess at approximately 12:00 noon, immediately following Affiliate Reports.*
- VI. Reconvening of Board Session - Cynthia Lindquist  
*8:00 a.m. Sunday March 13, 2016*  
*Minneapolis Convention Center, Room 205*
- VII. Report of the Chair - Cynthia Lindquist
  - A. Executive Committee Minutes & Updates  
*MOTION to Accept Minutes*
  - B. Announcements
- VIII. AIHEC Central Office Report - Carrie Billy
  - A. Central Office Update  
*Please see the Board Book for the Central Office Report.*
  - B. Two Year Schedule of Upcoming Board Meetings  
*Upcoming Meetings and Other General AIHEC Information.*

- IX. Special Board Discussion Sessions - Cynthia Lindquist
  - A. Emerging Issues in Accreditation - Barbara Gellman-Danley, President, HLC
  - B. Getting Credit: Competency Base & Experiential Learning - Pamela Tate, President, CAEL
  - C. Individual TCU Legislative Proposals - Carrie Billy
    - 1. The Dine College Act - President Martin Ahumada, Dine College
    - 2. Bay Mills Community College Proposal to Amend the TCU Act - President Michael Parish, Bay Mills Community College
- X. Treasurer's Report - Michael Parish, AIHEC Treasurer
  - A. AIHEC Finance Reports
  - B. FY2016 Preliminary AIHEC Budget
    - MOTION to Approve the Preliminary FY2016 Budget*
  - C. Committee Motions
- XI. AIHEC Committee Reports and Motions - Committee Chairs
  - MOTIONS will occur on Committee Actions*
  - A. Research Committee - Billie Jo Kipp, Chair
  - B. Membership & Accreditation Committee - Larry Anderson, Acting Chair
  - C. Student Activities Committee - Robert Martin, Chair
  - D. Tribal College Journal Advisory Board - Richard Littlebear, Chair
- XII. New Business - Cynthia Lindquist
  - A. Other
  - B. Nomination of College Fund Board Members - Carrie Billy
    - The AIHEC Board has the opportunity to nominate three TCU presidents to fill three vacancies (or pending vacancies) on the AICF Board of Directors.*
- XIII. Adjournment - Cynthia Lindquist
  - A. Closing Prayer

**DRAFT MINUTES OF THE AIHEC 2015 FALL BOARD OF DIRECTORS MEETING  
MANCHESTER GRAND HYATT HOTEL  
REGATTA A-C  
SAN DIEGO, CA  
FRIDAY, OCTOBER 16, 2015**

- I. CALL TO ORDER and OPENING PRAYER.** AIHEC Board Chair, Cynthia Lindquist, called the 2015 AIHEC Fall Board of Directors meeting to order at 8:43 a.m. (local time). President Elmer Guy offered a prayer to open the Fall Board Meeting.

**II. ROLL CALL**

**Regular Members Present**

Aaniiih Nakoda College  
 Bay Mills Community College  
 Blackfeet Community College  
 Cankdeska Cikana Community College  
 College of the Muscogee Nation  
 Fond du Lac Tribal and Community College  
 Haskell Indian Nations University  
 Ilisagvik College  
 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  
 Nueta Hidatsa Sahnish College  
 Oglala Lakota College  
 Saginaw Chippewa Tribal College  
 Salish Kootenai College  
 Sisseton Wahpeton College  
 Sitting Bull College  
 Southwestern Indian Polytechnic Institute  
 Stone Child College  
 Tohono O'odham Community College  
 Turtle Mountain Community College  
 United Tribes Technical College  
 White Earth Tribal and Community College

**Represented By**

Carole Falcon-Chandler  
 Michael Parish  
 Billie Jo Kipp  
 Cynthia Lindquist  
 Robert Bible  
 Larry Anderson  
 Venida Chenault  
 Pearl Brower  
 Robert Martin  
 Debra Parrish  
 Diane Vertin  
 Ginny Carney (Interim)  
 Carole Falcon-Chandler (*Proxy*)  
 Elmer Guy  
 Michael Oltrogge  
 Justin Guillory  
 Twyla Baker-Demaray  
 Thomas Shortbull  
 Carla Sineway  
 Carole Falcon-Chandler (*Proxy*)  
 Harvey Dumarce  
 Laurel Vermillion  
 Sherry Allison  
 Nathaniel St. Pierre  
 Mario Montes-Helu (Interim)  
 James Davis  
 Leander 'Russ' McDonald  
 Terry Janis

**Regular Members Absent**

Chief Dull Knife College  
College of Menominee Nation  
Diné College  
Fort Peck Community College  
Little Priest Tribal College

**Associate Members Present**

Comanche Nation College	Robbie Wahnee
Red Lake Nation College:	Dan King
Wind River Tribal College	Marlin Spoonhunter

Carrie Billy, AIHEC President & CEO, called the roll with the following result:  
**Twenty eight Regular Members present, a quorum was established.**

**Official Representatives Present:**

Sandra Boham (Salish Kootenai College)  
Abe Bitock (Diné College)  
Franklin Cooper (LBHC)  
Duane Hollow Horn Bear (SGU)

**III. APPROVAL of AGENDA**

Chair Lindquist reviewed the proposed agenda for the 2015 AIHEC Fall Board of Directors meeting and noted the addition of an executive session (lunch) and time for the Montana presidents, to the agenda.

**MOTION:** President Kipp moved [seconded by President Martin] to approve the 2015 AIHEC Fall BOD meeting agenda, as modified.

**OUTCOME:** The motion was agreed to by voice vote.

**IV. RECOGNITION PRESENTATION**

Presidents Kipp, Falcon-Chandler, Martin, Guy, Spoonhunter, and other AIHEC Board members recognized Carrie Billy, AIHEC President & CEO for her continued efforts and support on behalf of the Tribal Colleges and Universities. Ms. Billy was presented with gifts and an honor song composed by President Spoonhunter.

**V. APPROVAL OF BOARD OF DIRECTORS MEETING MINUTES**

President Lindquist presented the minutes of the AIHEC 2015 Summer Board of Directors meeting for consideration and approval. President Martin requested one correction to the meeting minutes, noting that IAIA was in attendance.

**MOTION:** President Martin moved [seconded by President Guy] to accept the minutes of the AIHEC 2015 Summer Board of Directors meeting (June 23, 2015, Bemidji, MN), as corrected.

**OUTCOME:** The motion was agreed to by voice vote.

## VI. PROSPECTIVE ADVOCACY PARTNERS

AIHEC is a member of ACE, CEF, NIEA, and NCAI and those memberships are beneficial to AIHEC in its advocacy work on behalf of the TCUs. During its meeting last summer, the Board voted to formally end AIHEC's membership in the Association of Public and Land-Grant Universities (APLU). Representatives from prospective advocacy partners, including APLU, were invited to present on their respective organization and how membership with their organization can support AIHEC advocacy efforts.

### **American Association of Community Colleges**

Dr. Walter Bumphus, President & CEO of the American Association of Community Colleges (AACC), addressed the Board offering an overview of the AACC organization. AACC is the advocacy organization for the community colleges across the nation, representing nearly 1,200 institutions and more than 13 million students and part of the Washington DC higher education community. AACC focuses on affordability, student success across community college campuses, and advocacy and professional development needs. AACC convenes a leadership institute, offers high performance team training, and executive coaches (retired executives working with young leaders). AACC is willing to discuss membership dues with AIHEC and individual colleges to identify the most appropriate and beneficial partnership between AACC, AIHEC, and their membership.

### **Rural Community College Alliance**

Dr. Randy Smith, President of the Rural Community College Alliance (RCCA), spoke of the unique issues that impact rural community colleges, including Tribal Colleges. He reported that membership benefits in RCCA include advocacy on the federal level and technical support through leadership and a network of rural community colleges. Dr. Smith offered a 50 percent membership discount for three years to AIHEC or individual TCUs. It was noted that RCCA is not located in Washington, DC.

### **Association of Public and Land-Grant Universities**

A video presentation from the Association of Public and Land-Grant Universities (APLU) shared. APLU has a membership of 237 public research universities, land-grant institutions, state university systems, and affiliated organizations, APLU's agenda is built on three pillars: (1) increasing degree completion and academic success; (2) advancing scientific research; and (3) expanding engagement. APLU advocates at the federal level and works closely with the Congress and the USDA.

A discussion was held regarding the benefits and possible drawbacks for each potential advocacy partner, including individual memberships versus AIHEC sponsored membership. President Davis voiced support for membership in RCCA. It was noted that the benefits of AIHEC's membership in APLU have changed from the time membership began and may not be as advantageous for AIHEC as it once was. While regional meetings may be of some networking benefit for land-grant faculty, the APLU membership dues, meetings costs, and other fees are high for AIHEC with diminishing returned in terms of advocacy. It was also noted that there is very little if any TCU participation at the APLU annual conferences. Chair Lindquist recommended that interested TCUs join RCAA as individual members, given its modest dues structure.

**MOTION:** President McDonald moved [seconded by President Davis] that the AIHEC central staff prepare an report of the pros and cons of each membership option considering AIHEC advocacy needs as the top priority and networking benefits as a secondary benefit.

**OUTCOME:** The motion was agreed to by voice vote.

Chair Lindquist offered a welcome Robbie Wahnee, the newly named President of Comanche Nation College, and Mario Montes-Helu, interim president of Tohono O’odham Community College.

## VII. PARTNERS AND AFFILIATE REPORTS

**AIHEC Student Congress (ASC):** Christopher Sindone (Haskell), ASC President, offered a summary of the ASC report included in the 2015 Fall Board meeting book (beginning on page 20). ASC activities include the continuation of the Food Sovereignty initiative and the AIHEC Student Awareness Campaign. A set of AIHEC posters were sent to each TCU, and ASC secretary, Cara Moulton (Sitting Bull College), developed and produced a video for the Awareness Campaign. The ASC AIHEC Awareness video, produced by Ms. Moulton, was played for the Board and will be posted on *YouTube*. Additionally, ASC members are working on history and cultural exchange initiatives.

**2016 AIHEC Student Conference Update:** President Janis provided an update on the 2016 AIHEC Student Conference. The theme of the 2016 AIHEC Student Conference is: *Harvesting Knowledge, Building Resiliency*. The conference is scheduled for March 14-16 at the Minneapolis Convention Center. Hotel reservations can be made at the host hotel, the Hyatt Regency, Minneapolis. There are also other hotel options in the local area if the room block at the host hotel reaches capacity. The 2016 Student Conference website is now live and can be accessed at <http://www.aihec2016.com>. President Janis presented an overview of the website which contains information on competitions, registration, lodging and more. Additional information will be posted on the website as appropriate in preparation for the 2016 Student Conference.

**American Indian College Fund:** A\*CF President & CEO, Cheryl Crazy Bull offered a summary of the written report included in the Board Book (beginning on page 23). Ms. Crazy Bull reminded the Board that A\*CF currently has many open scholarships and professional development support for TCU faculty. Further, fall 2015 TCU regular scholarship funding totaled over \$2 million. The Full Circle Scholarship Program awards totaled over \$3 million for the 2015-16 academic year. Student success initiatives continue to expand. The Fund established their first capital fund with a donation of \$450,000 to expand support to renovation activities at TCUs. The Circle of Scholars program is adding resources to strengthen ties with scholars. The A\*CF student Facebook page posts scholarship opportunities, internship openings, and student success resources, as well as TCU student success stories.

The American Indian Graduate Center, which is disseminating Cobell Scholarship funds awarded 40 graduate fellowships (two to OLC students) and 320 undergraduate scholarships (51 to TCU students).

A\*CF has revised the organization's slogan to *Education is the Answer*. Ms. Crazy Bull played the new PSA for the Board, which is expected to be released later in the fall. A series of community engagement events are scheduled and the date for the New York Gala will be Tuesday, March 1, 2016 at Pier Sixty. Michael Cavanaugh will provide the headline entertainment for the New York Gala. Lastly, Ms. Crazy Bull reported that A\*CF will host a reception at its newly renovated offices during the joint 2016 summer AIHEC and A\*CF Board meeting in Denver.

**FALCON:** Dr. John Philips, FALCON Executive Director, provided a summary of the FALCON report, which is included in the Board book (beginning on page 32). The FALCON 11th Annual Conference is scheduled for November 7-9, 2015, at the Westin Hotel in downtown Denver, CO. Registration for the conference is now open. FALCON continues to coordinate an Integrated Pest Management working group and is working with the University of Nevada-Reno to provide 1994 expertise on tribal water issues.

**TCU Librarians Association:** A written report from the TCU Librarians Association (TCULA) is included in the Board book (beginning on page 34).

**White House Initiative on AI/AN Education:** No one present. No written report submitted.

**Bureau of Indian Education Reform Plan:** The Department of the Interior Bureau of Indian Education Reform Plan is included in the Board Book (beginning on page 42). It was noted that the plan appears elevates the role of American Indian higher education.

**U.S. Department of Education:** Mr. John Gritts provided a reminder to the Board that student financial assistance programs require student data to be reported on a regular basis. Mr. Gritts agreed to send out dates and compliance requirements to all TCUs, as a checklist.

President Brower addressed the Board to introduce her dissertation topic; Indigenous Leadership in Higher Education. As a part of President Brower's ongoing research, she will send a 10-question survey to the Board to further explore this topic and thanked the board members in advance for their participation.

## VIII. AIHEC REPORT

President & CEO Carrie Billy provided an update from the AIHEC central office structured under the four prevailing goals of the AIHEC strategic plan: Educating, Engaging, Innovating, and Sustaining. The complete report is included in the Board Book (beginning on page 61). Some timely highlights include: On September 30, Congress passed and the President signed a continuing resolution keeping the federal government operating through December 11, 2015. The Bipartisan Budget Act of 2013 called for a return to sequestration in FY 2016 after having been suspended for the past two fiscal years. Congress is now focused on finding a new budget agreement that will establish more realistic and workable budget caps for FY 2016 and 2017, to complete the current appropriations process and avoid the threat of a shutdown next year, which is a presidential, as well as congressional, election year. As a member of the Committee for Education Funding (CEF), AIHEC joined with others in submitting letters to the relevant appropriations subcommittees advocating for the established funding caps to be raised to continue responsible investments made in federal higher education programs.



Within the Elementary and Secondary Education Act (Every Student Succeeds Act), AIHEC secured language in the Senate bill, bolstering TCU participation in the Department of Education's Native teachers and administrators training grants program. The reauthorization of the Higher Education Act/Tribal College Act will mostly likely not be considered during the 114<sup>th</sup> Congress.

AIHEC continues to work with our Alliance for Equity in Higher Education partners on a combined effort to extend mandatory funding for Title III and Title V programs, beyond FY 2019. AIHEC is continuing efforts to work on retaining the TCU-Head Start partnership program in the reauthorization of the Head Start Act and to have funding restored for the program as well as securing unrealized land-grant amendments. AIHEC also continues to work with the Department of Education to address the serious flaws in the "College Scorecard" rating system, and the negative impact this could have on TCUs. AIHEC also continues to work on GED reform and has made good headway with adding third-tier to the GED test. At the direction of the Board, AIHEC contacted attorneys to discuss a viability of a land-grant inequity lawsuit against USDA. AIHEC will continue to aggressively advocate for land-grant funding equity through the remainder of the Obama administration and beyond. A summary of the current AIHEC initiatives are included in the Board Book.

Ms. Billy referred the Board to important resources included in the Board Book to support TCU involvement in the College Promise Campaign (beginning on page 78), as well as, the "Raise the Caps" Toolkit for Education Programs (beginning on page 99). The TCU Economic Impact study was recently completed indicating a 2.4:1 return on investment. More complete data across the TCUs would most likely increase the total ROI. A summary can be found in the Board Book (beginning on page 73). The two-year schedule of upcoming Board meetings is included in the Board Book for Board planning purposes (page 106). Ms. Billy provided a summary on AIHEC-AIMS and plans to review and update this database.

**AIHEC Strategic Plan Review:** At the 2015 AIHEC summer meeting, the AIHEC Board of Directors participated in a strategic planning session to identify the top strategies to compose the 2016-2020 AIHEC strategic plan. The strategic planning session was facilitated by Paul and Lesley Kabotie with *Indigenous Collaborations, Inc.* who led a day-long strategic planning session for Board members and prepared a report that can be found in the Board Book (beginning on page 112). The top four priorities as identified through the session include, (1) honoring the TCU Movement and recognizing the Movement's progress through a timeline; (2) Re-examining Board processes; (3) Equity in land-grant opportunities; and (4) Impact through national presence. A visual representation of the top strategies was presented to the Board for consideration and was met with mixed reviews. Concerns expressed included, the strategic planning session at the summer meeting did not include the entire Board; too many strategies were identified; significant and important issues were excluded; and some presidents did not understand that the summer process would result in a near final plan. It was determined that additional review of the report is needed before finalizing the 2016-2020 strategic plan. The AIHEC central office participated in a day-long follow-up session with *Indigenous Collaborations, Inc.* to identify further processes, procedures, and strategies to strengthen effectiveness and efficiency of the central office.

**RECESS:** Chair Lindquist called a lunch recess at 12:08 p.m. (local time).

**RESUME SESSION:** The Fall Board of Directors meeting reconvened at 1:10 p.m. (local time).

**IX. TRESURER'S REPORT**

**AIHEC Finance Reports:** President Parish, Chair of the Finance and Audit Committee, noted that the committee met with a quorum present and provided an overview of the AIHEC financial reports that are included in the Board Book (beginning on page 136). President Parish noted that many of the current AIHEC grants are scheduled to end in the next two quarters. This reduction in available program funds could impact staff and the total operations budget. AIHEC central office continues to identify and apply for new funding opportunities.

**FY 2014 990 Form:** It was reported that there were no concerns with the FY 2014 990 report and that the report can be accessed online. The 990 form is presented to the Board of Directors for informational purposes; no further action is required.

President Parish reported that OMB is currently offering an option for organizations to request an extension to implement the full OMB Uniform Grant procurement methods and that the auditors recommended that AIHEC take advantage of this extension. President Parish clarified that all organizations will be required to adopt the new methods, but OMB is allowing additional time to make adjustments.

**MOTION:** President Parish moved [seconded by President Oltrogge] the AIHEC Board of Directors approve the use of the option to extend the implementation of the OMB procurement policy changes under the Super Circular uniform grant guidelines.

**DISCUSSION:** It was clarified that AIHEC will comply with the OMB procurement policy changes. This motion only postpones the full implementation timeline but taking advantage of an option that has been offered by OMB to provide adequate time for organizations to make appropriate adjustments.

**OUTCOME:** The motion was agreed to by voice vote.

**FY 2015 Final AIHEC Budget:** Chair Parish noted the FY 2015 draft budget had been reviewed at the AIHEC Spring Board meeting. The final FY 2015 budget includes minor adjustments resulting from actual expenses for consultants being under spent, due in part to a previous consultant moving to the AIHEC payroll, and AIHEC not hosting a separate Chief Finance Officers workshop in 2015.

**MOTION:** President Parish moved [seconded by President Davis] the AIHEC Board of Directors adopt the AIHEC FY 2015 final budget, as recommended by the Finance and Audit Committee.

**OUTCOME:** The motion was agreed to by voice vote.

As reflected in the 2015 AIHEC Finance and Audit Committee meeting minutes, AIHEC annual cost of living adjustment (COLA) *rate* has not been increased in approximately four years. An increase in the COLA rate will benefit AIHEC central office staff in the absence of employing merit-based increases.

**MOTION:** President Parish moved [seconded by President Oltrogge] that the AIHEC Board of Directors approve an increase in the central office annual salary adjustment by 1 percent, increasing the salary adjustment from 2 percent to 3 percent for Fiscal Year 2016.

**DISCUSSION:** Presidents Shortbull and Janis expressed concern that the Board could not vote on an increase without reviewing the FY 2016 projected budget. With concerns of projected grant revenue previously discussed and without having an opportunity to examine the budget for FY 2016, the Board should not approve the motion to increase the COLA rate.

**AMENDED:** President Parish moved [seconded by President Oltrogge] that the AIHEC Board of Directors approve an increase in the central office annual salary adjustment by 1 percent, increasing the salary adjustment from 2 percent to 3 percent for Fiscal Year 2016, pending accommodation of the salary adjustment in the FY 2016 budget and approval of said preliminary budget by the Board.

**OUTCOME:** The motion was agreed to by voice vote.

President Parish noted that the AIHEC central office audit will be conducted later this year than in previous years; however, will still be completed well within the required timeframe.

#### **X. REPORT OF THE CHAIR**

Chair Lindquist presented two sets of Executive Committee minutes (July and September) that are included in the Board book (beginning on page 47), for review. Under the AIHEC Bylaws, an annual review of the AIHEC Code of Conduct is required. By motion of the Board, all Board members are asked to read and sign the AIHEC Code of Conduct. The AIHEC Code of Conduct is included in the Board Book (beginning on page 58). The AIHEC Code of Conduct can be signed electronically through BoardMax.

President Lindquist noted recent discussion to allow the AIHEC Central Office to use operating reserve funding to secure administrative support for the AIHEC CEO that includes a dedicated Board liaison. President Parish further explained that approval to use such reserve funds would be made with the intention to replenish such funding within a defined time frame as appropriate. President Kipp expressed concern with the Board over reaching in mandating how the AIHEC central office structures its staff positions. A discussion was held with regard to the AIHEC Central Office staffing structure. At the request of Chair Lindquist, the Board met in executive session at 4:15 pm (local time).

**RESUME REGULAR SESSION:** The Fall Board of Directors meeting reconvened in regular session at 4:44 pm (local time). President Lindquist reported that the cost of meetings has increased exponentially over the past several years and that the Board needs to explore ways, including member assessments or registration fees, to address these costs, which occur mostly from food and meeting room costs.

## **XI. AIHEC COMMITTEE REPORTS AND MOTIONS**

**RESEARCH COMMITTEE:** President Kipp reported that the committee met with a quorum and offered two motions for consideration by the Board.

The first motion is in response to the recent unauthorized publication of the Acoma Pueblo's sacred origin story. Acoma Pueblo's sacred story was widely distributed by a researcher without the permission of the tribe. This usurping of the Tribe's right to control its own sensitive information and identity is viewed as an egregious example of theft and exploitation. As tribal researchers, AIHEC should be at the forefront of protecting cultural identity and property through respect for tribal protocols, rights, and laws.

**MOTION:** President Kipp moved [seconded by President Shortbull] that the AIHEC Board put forth a statement that research involving tribal peoples and lands must be directed by our tribal communities and governments, and because it is the duty of Tribal Colleges to strengthen and protect Tribal communities, such research should be done by Tribal Colleges to the maximum extent possible.

**OUTCOME:** The motion was agreed to by voice vote.

Since 2005, the Northwest Indian College's IRB has served as AIHEC's IRB, by motion of the board. It was suggested that given the growth in the research capacity of the Tribal Colleges, individually and collectively through AIHEC, and the depth of research knowledge within the AIHEC Research Committee that it may be time for the Board to consider establishing its own IRB or a modified version of such. It was also determined that the Research Committee should assert a level of oversight over research done at the TCUs. It was recommended that the Research Committee convene an extended, daylong meeting during the 2016 Spring Board meeting to discuss establishing a separate IRB.

**MOTION:** President Kipp moved [seconded by President Shortbull] to direct AIHEC staff to organize a training and deliberation session about Institutional Review Boards and Research Review Boards. The session is to be conducted during the 2016 Spring Board of Directors meeting, for members of the AIHEC Research Committee, to give the Committee an opportunity to articulate and propose protocols for direct AIHEC ownership of its IRB process, as needed, and ensure that structures are in place for adequate Committee oversight of AIHEC-wide research.

**OUTCOME:** The motion was agreed to by voice vote.

**MEMBERSHIP & ACCREDITATION:** President Guillory, standing in for Larry Anderson, Acting Chair of the Membership and Accreditation Committee, reported that the committee met with a quorum established.

President Dan King of Red Lake Nation College provided a brief presentation Red Lake Nation College's new facilities.

President Guillory provided a summary of the committee meeting and brought forth one motion for consideration by the Board.

In late 2012, questions of eligibility arose regarding Comanche Nation College due to inconsistently reported ISC numbers. During its Spring 2013 meeting, the AIHEC Board voted to uphold an earlier action of the Executive Committee, placing the Regular member status of Comanche Nation College in abeyance pending AIHEC site visits to examine the status of CMN's Indian Student Count and recordkeeping, and further action of the AIHEC Board. Prior to leaving the college, former Comanche Nation College president, Edward Rafe Trickey, made a formal request that the status of the college's membership be considered during the 2015 Fall Board meeting. AIHEC staff and an institutional researcher from Bay Mills Community College have visited Comanche Nation College on three occasions and submitted reports on their findings and recommendations.

**MOTION:** President Guillory moved [seconded by President Parrish] that the Board release the abeyance on the membership status of Comanche Nation College and recognize said college as a Regular member of AIHEC.

**OUTCOME:** The motion was agreed to by voice vote.

**STUDENT ACTIVITIES:** President Martin, Student Activities Committee Chair, reported that the committee met with a quorum established and offered five committee motions for consideration by the Board.

The first motion calls for approval of revisions to the 2015 AIHEC Student Conference Handbook, proposed by the 2015 AIHEC Student Conference host committee and approved by the AIHEC Student Conference Commission. Several changes were proposed by the southwestern TCUs, which can be sorted into two categories: (a) revisions to rules and regulations of competitions; and (b) clarifications and changes to logistics and coordination. In Fall 2014, the Handbook was approved with a statement that any changes proposed following the 2015 conference would require Board approval, but recommending an annual process for accepting modifications to the Handbook. The proposed motion sets forth a process for making procedural changes as needed, but requiring board approval for substantive changes impacting competitions.

**MOTION:** President Martin moved [seconded by President Janis] that the AIHEC Board of Directors approves the 2015 revisions to the AIHEC Student Conference Handbook; and further, that subsequent modifications to conference logistics and coordinating activities shall not require Board approval, except for any proposed changes to competition rules and regulations, which shall require Board approval.

**OUTCOME:** The motion was agreed to by voice vote.

The second motion is to approve changes in AIHEC Student Congress Bylaws to make any future ties, and therefore any potential runoffs, between candidates for ASC office highly unlikely. Since the ASC election is scheduled for the final day of the conference, there is no time to implement the tie-breaking procedures included in Section 6.02 of the ASC Bylaws. By greatly diminishing the possibility of a tie between candidates for ASC offices the election process is improved for the ASC.

**MOTION:** President Martin moved [seconded by President Kipp] that the AIHEC Board of Directors approves the AIHEC Student Congress motion to modify the existing Student Congress Bylaws, Article III, Section 6.02.

**OUTCOME:** The motion was agreed to by voice vote.

The third motion seeks approval of the AIHEC Student Congress request to use existing A\*CF/Coca-Cola funds to develop an annual summer leadership conference coordinated by the AIHEC Student Congress, specifically for Tribal College students.

**MOTION:** President Martin moved [seconded by President Kipp] that the AIHEC Board of Directors approves the AIHEC Student Congress motion to renew the request that the American Indian College Fund and Coca-Cola continue to provide AIHEC with funding to continue the annual AIHEC Student Leadership Institute and to develop a standard format and handbook for an annual ASC summer Leadership Institute.

**OUTCOME:** The motion was agreed to by voice vote.

The fourth motion is to approve changes in AIHEC Athletic Commission Bylaws. Modifications under Article III include changes in eligibility for incoming freshmen (or year one) student athletes to include a minimum grade of a C or better. Modifications under Article IV, section IV to include changes to the rules and regulations of the basketball tournament to coincide with any changes made in the NCAA rules and regulations for their basketball games and tournaments; and modifications under Article IV, section III, the administration of the scholar athlete award changed to include recognition of any student athlete with a 3.75 GPA or higher.

**MOTION:** President Martin moved [seconded by President Janis] that the AIHEC Board of Directors approves the AIHEC Athletic Commission's motion to modify the existing Athletic Commission Bylaws, Article III and IV.

**OUTCOME:** The motion was agreed to by voice vote.

The AIHEC Student Activities Committee learned that the 2015 World Indigenous Peoples Games (WIPG) will offer only four events for women with over a dozen events for men. The fifth motion from the Committee requests a letter to the organizers of the WIPG emphasizing the hesitancy of AIHEC to participate in future WIPG if efforts are not made to offer an equitable number of events for both men and women.

**MOTION:** President Martin moved [seconded by President McDonald] that the AIHEC Board of Directors will issue an official letter to the coordinators of the World Indigenous Peoples Games (WIPG) stating AIHEC's reluctance to participate in future WIPG if there is gender inequality in the WIPG competitions.

**OUTCOME:** The motion was agreed to by voice vote.

**TRIBAL COLLEGE JOURNAL ADVISORY BOARD:** President Pearl Brower provided a brief update from the TCJ Advisory Board meeting. There were no action items at this time.

**XII. ADJOURNMENT**

**MOTION:** President Shortbull moved [seconded by President Vermillion] that the AIHEC 2015 Fall Board of Directors meeting be adjourned.

**OUTCOME:** The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 5:25 p.m. local time

Minutes prepared by AIHEC staff.

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

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Robert Martin, Secretary  
American Indian Higher Education Consortium

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Date

# AIHEC STUDENT CONGRESS FINAL REPORT

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

## A YEAR IN REVIEW ASC 2015 – 2016

### AIHEC & TCU AWARENESS

Student leaders from across the Tribal College Nation eagerly decided to take on varying responsibilities and initiatives for the 2015-2016 AIHEC Student Congress term.

The ASC enthusiastically started an Initiative to promote AIHEC & TCU Awareness. It is the view of the ASC to campaign for AIHEC & TCUs promoting the benefits of what they have to offer. The AIHEC & TCU Awareness Initiative was done so through numerous outlets. The first step was to create AIHEC Awareness through posters and t-shirts. The posters depict what AIHEC means to tribal college students. The posters were distributed to all 37 TCU's. AIHEC Student Congress T-shirts will be available at the AIHEC Student Conference in March 2016. Building on duties that the representatives of the four tribal college

regions currently perform, a newsletter will spread material about events and developments occurring within tribal college campuses. The hope is students may see an event that will spark motivation to apply similar events within their own college creating ripple effects that inspire other TCUs.

Following the first steps in creating AIHEC & TCU Awareness, the AIHEC Student Congress would like to offer future and aspiring college students the upper hand giving them a good head start to their futures. In part, the ASC is currently branching out further beyond TCUs and into the communities that support and built them. The ASC will ultimately create ambassadors to travel to high schools and outside communities advocating for TCUs. They will be equipped with up to date data holding critical

The opportunity that AIHEC Student Congress provide to tribal college students is vital in the development of leadership building and giving students a chance to serve their Tribal College Nation. Thank you to AIHEC and TCUs that give us an opportunity to learn and grow while promoting what we believe will strengthen and educate our college campuses and communities.



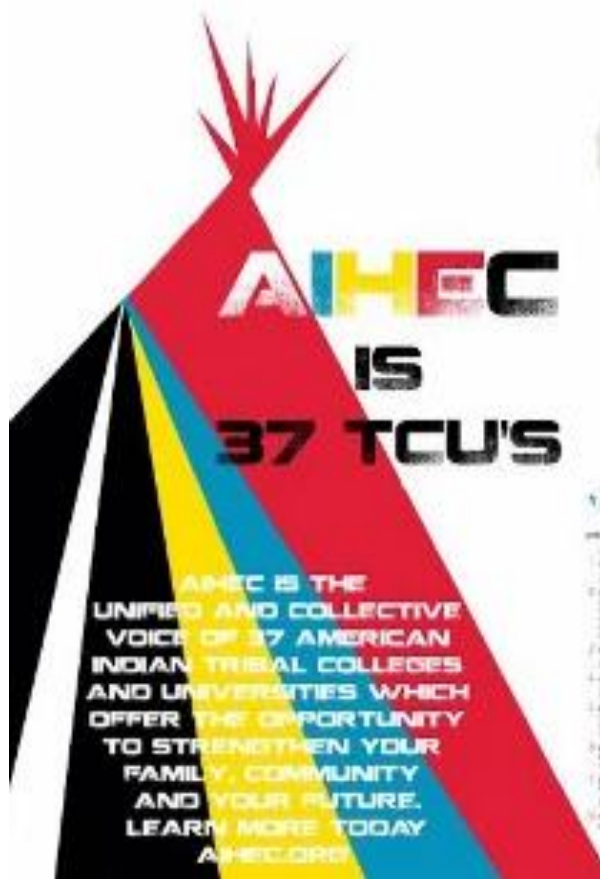
2015-2016



information about the benefits of a TCU. The ambassadors will be able to provide pamphlets, media and their own personal story on why they chose a TCU and how it helped them become successful. There is no better place to hear about the enormous impact a TCU can have than from a peer and current thriving TCU student. The project will also provide information about all 37

TCU's creating endless opportunity. The AIHEC Student Congress is seeking outside sources to

help fund and sustain this venture.



## LEADERS IN FUTURE ENDEAVORS

The AIHEC Student Congress attended the SAIGE-AIHEC National Training Program in Minneapolis, MN in June 2016 which provided many unique opportunities and outlets for professional building. However, the ASC found that there is the potential to have better equipped training that best suits the needs of tribal college students. The ASC decided that it had outgrown outside outlets for student building and branching out with a program built to suit the specific needs of the tribal college student will be the next phase. From there, L.I.F.E was created. L.I.F.E

represents Leaders in Future Endeavors. L.I.F.E. will cater to tribal college students providing positive leadership skills, teamwork, cultural knowledge, along with the sense of social responsibility, and much more. The L.I.F.E conference will leave TCU students with ability to deal with their personal role as a student and a leader within their community as being a student does not solely influence one, but ripples out to change many. The L.I.F.E. conference will be held at the Institute of American Indian Arts in Santa Fe, NM May 24-26, 2016.

## CULTURAL EXCHANGE

The Cultural Exchange program was initially introduced by former ASC Southwest Representative Lee Honie and Jason Parolin from Lac Courte Oreilles Ojibwa Community College. The ASC had the opportunity to meet with Jason to discuss future plans with the Cultural Exchange Program. The program is built to place tribal college students at other TCU's for one semester in hopes of emerging in a culture and tribe different from their own. Students will have housing and a living allowance provided. The focus will be on a Native American Studies Program offering a cultural/ tribal language as a part of the curriculum. The program will provide new cultural experiences and



opportunities that a tribal college student may not otherwise have available. The ASC has interested TCUs that are looking to partake in the pilot program. The pilot program intends to start in the summer semester of 2017 with 2 students.

## CELEBRATION INITIATIVE

The Celebration Initiative is aimed at supporting tribal college students in their dedication and hard work during the academic school year. The AIHEC Student Congress opened applications to the 37 TCUs. Awarded students in the name of their colleges will be funded with \$700 to go towards an end of the year celebration or feast that represents food sovereignty. The ASC requested that each application provide a description of how they will plan to celebrate. Traditional meals spent with students, families, and faculty are highly encouraged. The emphasis of the initiative is to motivate students to further their education and fulfill their goals. The ASC wishes to acknowledge and celebrate fellow students.



**43rd Annual AIHEC Student Conference**  
**Harvesting Knowledge, Building Resiliency**  
**March 13 - 16, 2016**  
**Minneapolis Convention Center**  
**Minneapolis, MN**

<b>Sunday, March 13, 2016</b>		
1:00 p.m. - 8:00 p.m.	Registration	Convention Center - Lobby near Room 200-E
1:00 p.m. - 8:00 p.m.	Exhibitors Set-up	Convention Center - Lobby near Room 200-E
1:00 p.m. - 8:00 p.m.	Store Set-up (Storage)	Convention Center - Room 200-E
5:00 p.m. - 6:00 p.m.	AIHEC Host Committee Meeting	Millennium - Grand Ballroom
6:00 p.m. - 8:00 p.m.	Coaches Meeting	Millennium - Avenues 1 & 2
7:00 p.m. - 8:00 p.m.	T-Shirt Exchange/Pizza Party	Millennium - Grand Ballroom
8:00 p.m. - 11:00 p.m.	Poetry Slam	Millennium - Grand Ballroom

*Staff & Judges Office located in Room 203-B, Monday - Tuesday*

<b>Monday, March 14, 2016</b>		
8:00 a.m. - 12:00 p.m.	Registration	Convention Center - Lobby near Room 200-E
8:00 a.m. - 12:00 p.m.	Art Show Set-up & Intake	Convention Center - Rooms 200-F, 200-G, 200-H
8:15 a.m. - 8:30 a.m.	Parade of Flags - Line up	Convention Center - Ballroom A Hallway
8:30 a.m. - 10:30 a.m.	Opening Ceremony	Convention Center - Ballroom A
9:00 a.m. - 6:00 p.m.	Store	Convention Center - 200-E
9:00 a.m. - 6:00 p.m.	Exhibitors	Convention Center - Lobby near Room 200-E
<b>Competitions</b>		
11:00 a.m. - 3:00 p.m.	One Act Play Rehearsals	Convention Center - Room 205-B
11:00 a.m. - 4:30 p.m.	Volleyball	YWCA Minneapolis - 1130 Nicollet Ave S.
11:00 a.m. - 5:00 p.m.	Knowledge Bowl	Convention Center - Rooms 200-A, 200-I, 200-J
11:00 a.m. - 6:00 p.m.	Archery	Convention Center - Exhibit Hall A
11:00 a.m. - 6:00 p.m.	Chess	Convention Center - Room 205-A
11:00 a.m. - 6:00 p.m.	Critical Inquiry	Convention Center - Room 205-D
11:00 a.m. - 6:00 p.m.	Film Showings	Convention Center - Room 205-C
11:00 a.m. - 6:00 p.m.	Speech	Convention Center - Rooms 201-A, 201-B
12:00 p.m. - 4:00 p.m.	Science Bowl	Convention Center - Rooms 200-B, 200-C, 200-D
12:00 p.m. - 6:00 p.m.	Art Show	Convention Center - Rooms 200-F, 200-G, 200-H
2:00 p.m. - Midnight	Handgames	Convention Center - Ballroom B
5:00 p.m. - 10:00 p.m.	One Act Play Rehearsals	Convention Center - Room 205-B
<b>Presentations</b>		
11:00 a.m. - 1:50 p.m.	Building Climate Resilience in Your Community	Convention Center - Rooms 202 A & 202 B
2:00 p.m. - 4:00 p.m.	The Intersection of NASA, STEM, and TCUs	Convention Center - Rooms 202 A
<b>Presentations</b>		
4:00 p.m. - 5:00 p.m.	Student Congress Meeting	Convention Center - Room 205-B
5:00 p.m. - 8:00 p.m.	AICF Coca Cola & Student of the Year Banquet	Millennium - Grand Ballroom
5:00 p.m. - 9:00 p.m.	Charter Buses to Mall of America	Pick up and drop off - outside of Hyatt

*More information on presentations at back of program*

**Tuesday, March 15, 2016**

8:00 a.m. - 12:00 p.m.	Registration	Convention Center - Lobby near Room 200-E
9:00 a.m. - 10:30 a.m.	General Session	Convention Center - Ballroom A
9:00 a.m. - 6:00 p.m.	Store	Convention Center - Room 200-E
9:00 a.m. - 6:00 p.m.	Exhibitors	Convention Center - Lobby near Room 200-E
	<b>Competitions</b>	
10:00 a.m. - 6:00 p.m.	Knowledge Bowl	Convention Center - Rooms 200-I, 200-J, 200-A
11:00 a.m. - 1:00 p.m.	Student Congress Speeches	Convention Center - Seasons
11:00 a.m. - 4:00 p.m.	Mr. & Ms. AIHEC	Convention Center - Room 202-A
11:00 a.m. - 6:00 p.m.	Archery	Convention Center - Exhibit Hall A
11:00 a.m. - 6:00 p.m.	Art Show	Convention Center - Rooms 200-F, 200-G, 200-H
11:00 a.m. - 6:00 p.m.	Business Bowl	Convention Center - Room 202-B
11:00 a.m. - 6:00 p.m.	Critical Inquiry	Convention Center - Room 205-D
11:00 a.m. - 6:00 p.m.	Handgames	Convention Center - Ballroom B
11:00 a.m. - 6:00 p.m.	One Act Plays	Convention Center - Rooms 205-A, 205-B
11:00 a.m. - 6:00 p.m.	Film Showings	Convention Center - Room 205-C
11:00 a.m. - 6:00 p.m.	Science Poster Presentations	Convention Center - Hallway by Rooms 200 A-E
11:00 a.m. - 6:00 p.m.	Speech	Convention Center - Rooms 201-A, 201-B
11:00 a.m. - 6:00 p.m.	Volleyball	YWCA Minneapolis - 1130 Nicollet Ave S.
11:00 a.m. - 6:00 p.m.	Web Page Design	Convention Center - Room 200-C
	<b>Presentations</b>	
11:00 a.m. - 12:50 p.m.	The Who, What, and How of Scholarship Funding	Convention Center - Room 200-B
1:00 p.m. - 1:50 p.m.	Reservation-Based Businesses: American Indian Entrepreneurs' Perceptions of their Success	Convention Center - Room 200-B
2:00 p.m. - 3:50 p.m.	Communication Strategies for Promoting Your College (TCJ)	Convention Center - Room 200-B
7:00 p.m. - 12:00 a.m.	Pow Wow	Convention Center - Ballroom A & B

Wednesday, March 16, 2016		
8:00 a.m. - 12:00 p.m.	Registration	Convention Center - Lobby near Room 200-E
9:00 a.m. - 10:00 a.m.	General Session	Convention Center - Ballroom A
9:00 a.m. - 5:00 p.m.	Store	Convention Center - Room 200-E
9:00 a.m. - 5:00 p.m.	Exhibitors	Convention Center - Lobby near Room 200-E
	<b>Competitions</b>	
10:00 a.m. - 2:00 p.m.	Art Show	Convention Center - Rooms 200-F, 200-G, 200-H
10:00 a.m. - 3:00 p.m.	Mr. & Ms. AIHEC	Convention Center - Room 203-B
10:00 a.m. - 4:00 p.m.	Knowledge Bowl	Convention Center - Rooms 200-I, 200-J, 205-D
10:00 a.m. - 5:00 p.m.	One Act Plays	Convention Center - Rooms 205-A, 205-B
10:00 a.m. - 5:00 p.m.	Oral Presentation	Convention Center - Rooms 200-C, 200-D
10:00 a.m. - 5:00 p.m.	Speech	Convention Center - Room 201-A
10:00 a.m. - 5:00 p.m.	Traditional Plants	Convention Center - Room 202-A
10:00 a.m. - 5:00 p.m.	Student Congress Voting	Convention Center - Lobby near Room 200-E
2:00 p.m. - 5:00 p.m.	Art Show - Tear Down	Convention Center - Rooms 200-F, 200-G, 200-H
	<b>Presentations</b>	
10:00 a.m. - 11:50 p.m.	Working Together to Shape Residence Life for Tribal Colleges & Universities	Convention Center - Room 200-B
12:00 p.m. - 12:50 p.m.	Missouri River Resources – Interested in a Career in the Oil and Gas Industry?	Convention Center - Room 200-B
12:00 p.m. - 12:50 p.m.	CaRES – Campus Resilience Enhancement System	Convention Center - Room 202-B
12:00 p.m. - 12:50 p.m.	Social Security Administration – Employment Support Systems for Disabled Students	Convention Center - Room 200-A
12:00 p.m. - 12:50 p.m.	A Community College’s Efforts in Supporting Native American Transfer Students	Convention Center - Room 205-C
12:00 p.m. - 1:50 p.m.	Conflict Management – 5 Ways to Handle the Challenge	Convention Center - Room 201-B
1:00 p.m. - 1:50 p.m.	Water Treatment for Survival of Plants, Animals, and Human Beings	Convention Center - Room 200-B
1:00 p.m. - 1:50 p.m.	Foundational Studies (Developmental English)	Convention Center - Room 200-A
1:00 p.m. - 2:50 p.m.	Higher Education Technical Assistance Project (HE-TAP)	Convention Center - Room 205-C
2:00 p.m. - 2:50 p.m.	Undergraduate Enrollment Trends in Natural Resources and Environmental Programs	Convention Center - Room 200-B
2:00 p.m. - 2:50 p.m.	A Brain-Bases Approach to Working with Student Overwhelm	Convention Center - Room 202-B
2:00 p.m. - 2:50 p.m.	Multicultural Approaches to Critical Thinking at Ilisagvik College	Convention Center - Room 200-A
2:00 p.m. - 3:50 p.m.	Eat Your Medicine! Edible and Medicinal Plants across Turtle Island	Convention Center - Room 201-B
3:00 p.m. - 3:50 p.m.	Developing Next Generation Tribal Colleges and Universities Leaders	Convention Center - Room 200-B
3:00 p.m. - 3:50 p.m.	Natural Human Learning Process	Convention Center - Room 202-B
3:00 p.m. - 3:50 p.m.	Bacone College: Opportunities to Partner in either 2+2 or Dual Enrolled Degree Programs	Convention Center - Room 200-A
6:00 p.m. - 9:00 p.m.	Awards Banquet	Convention Center - Ballroom A & B
9:00 p.m. - 12:00 a.m.	The 1491's	Convention Center - Ballroom A

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



**REPORT TO THE AIHEC BOARD OF DIRECTORS**

**March 12, 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 11<sup>th</sup> Annual Conference was held on November 7-9, 2015, in Denver, CO. At our conference, 175 people attended (our most ever), representing 32 of the 34 1994 land-grant institutions. The conference included student and faculty presentations; training on social media, extension programming and research methods; and USDA NIFA sessions. There were 40 students in attendance, of which 24 requested assistance and were supported in large part with American Indian College Fund travel scholarships. A total of \$13,149 in scholarships were awarded. Each student that received support was required to deliver an oral and/or poster presentation.

The FALCON 12<sup>th</sup> 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**

The 2016 edition of the 1994 land-grant contact directory has been released and is available to the public.

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 2015 Fall meeting:

- FALCON is working with the University of Nevada-Reno to provide 1994 expertise on tribal water issues. 1994 representatives participated in a Native Waters on Arid Lands Tribal Summit, scheduled for November 5-6, 2015, in Las Vegas, Nevada.
- FALCON recently conducted a survey of the 1994 interests related to water. 71 valid responses were received that showed a high level of interest in water quality and the sustainability of water resources. A 1994 water working group is being formed to plan for a collaborative initiative around water education, research and outreach.

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

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

Please find a sampling of current and ongoing activities at AIHEC libraries that have been submitted by staff below.

**Respectfully Submitted,**

*Karen Haught*

*College of the Muscogee Nation Librarian and President of TCULA*

**Alaska:**

**Iñisaġvik College, Barrow, Alaska** - Tuzzy Consortium Library successfully launched the ***Iñupiaq Edge Initiative*** in October to six North Slope village libraries including Barrow and its branches in Point Hope, Anaktuvuk Pass, Nuiqsut, Wainwright and Kaktovik. The purpose of the project is to place technology that develops and enhances Iñupiaq cultural and language learning, alongside other standards based educational tools, at the fingertips of the children of the North Slope. **Phase One** of the project involved developing an Iñupiaq language book creation database. **Phase Two** involved purchasing six AWE Student Learning Center workstations and configuring the child friendly internet browser component (called ELF) with Iñupiaq relevant webpages. **Phase Three** utilized Biblioboard, a web-based platform for creating and disseminating collections of self-published materials and other digitized publications. This online collection will continue to evolve and grow over time. It serves to round out the offering of the initiative to provide Iñupiaq language and cultural materials to our students and the entire community in ways that are lasting, contemporary, easy to use, and relevant.

The Library's Public Services Librarian, Erin Hollingsworth, was selected to be a member of the Pacific Northwest Library Association 2015 leadership cohort, PNLA Leads. She attended the weeklong leadership development training in Long Beach, Washington in late October. Tuzzy Director, David Ongley, also attended PNLA Leads serving as a mentor and trainer. In addition, Hollingsworth has been selected to participate in the American Library Association Emerging Leader Program for 2016. She received sponsorship from the Public Library Association (PLA) and attended the ALA Midwinter Conference in Boston. She has been assigned to work on a project to improve PLA's online professional resources for librarians as part of this program.

Annual Statistical Summary for 2015:

- Items circulated, 32,619.
- Patrons entering library, 58,456.
- Groups, classes, meetings, or events held in the library, 687.

SchoolYard Talks (public lectures mostly from visiting scientists, scholars or authors),

**Kansas:**

**Haskell Indian Nations University, Lawrence, Kansas** – The Library recently celebrated the completion of our new Technology Learning Center (TLC) on February 3, 2016. In addition to installing sixty new computers, this area of the library underwent a total space reconfiguration with new furnishings including new energy efficient windows, carpeting and ceiling fans, and a state of the art fully-automated multimedia presentation center. In addition to this much-needed



upgrade, another milestone was met with the installation of a new circulation desk and OPAC stations during winter break.

Haskell Library hired two new staff in January 2016. Our new Librarian, Ms. Carrie Cornelius (Oneida Tribe of Wisconsin & Prairie Band Potawatomi), and our new Library Technician, Ms. Danielle Horne (Kiowa), are a welcome addition to the library staff. Both Carrie and Danielle provide excellent customer service and love helping our students. With a full staff now in place, we've begun the process of providing more classes and programs, reaching out to faculty, and to market Haskell's library as an inviting place. It has become a hub of activity, with students coming to the library to study, to use the Technology Learning Center, work on team projects, or just to relax and read and catch up on the latest news.

In addition to our six permanent staff (including one with Disability Support Services) we employ seven student library assistants and one student technology assistant (in conjunction with the IT department's Tribal Student Technology program) to assist in the Technology Learning Center weekday evenings. Our student library assistants provide circulation desk coverage and are provided opportunities to learn about libraries, and create library displays, process new materials, assist with serials management, and learn how to create finding aids.

Haskell will also be hosting the NLM/ALA *Native Voices* traveling exhibit, in 2018, and we will be collaborating with the University of Kansas Libraries to coordinate events and programs that complement the underlying themes of *Native Voices* and with an aim to include the various perspectives from the tribes in our region and from our students and their research at Haskell.

### **Michigan:**

**Keweenaw Bay Ojibwa Community College, Baraga, Michigan** - The Keweenaw Bay Ojibwa Community College library had an exciting fall semester. The library opened for use for students, faculty, and staff with the Fall 2015 semester, the card catalog went on-line in August, and a second librarian was added to the staff, Tashina Emery-Kaupila, a recent University of Michigan graduate. With Tashina on board, all the donated material to the library was finally catalogued and placed in the collections for use. Tashina also initiated two programs; a pre-school story time for the GSRP (Great Start Reading Program) students and Professional Practice program to help students with résumé writing, job applications, etc. It is estimated the library collections now hold over 2,000 volumes. The Northern Michigan University Native American Studies donated 15 boxes of material and an overstock of ecological journals was received from publishers. The library continues to move forward.

### **Minnesota:**

**Leech Lake Tribal College, Cass Lake, Minnesota** – The Bezhigoogahbow Library has hired Jennifer Hauschildt to fill the newly created position of Youth Services Library Assistant. In the past year, the library has increased its children's collection from just 180 books to over 1,000, and under Jennifer's guidance, the library looks forward to developing its youth programming and outreach. Now with three full-time employees, library hours have increased to 55 hours per week, including four hours on Saturdays.

## **Montana:**

**Aaniiih Nakoda College, Harlem, Montana** – This fall, the library hosted a monthly "books and babies" hour in partnership with the Harlem Public Library. We also hosted a weekly webinar series from the Montana State University Extension Office titled "Solid Finances." The library was busy with both students and public patrons and we expect the cold weather to continue bringing people to the library. This spring looks to be equally busy. We have begun two new groups here at the library, a Happy Healthy Hoarders group, and a Gardening Club. These groups meet every other Friday for an hour of fun and discussion. During Spring Break, we will host our 9th Annual Spring Break Activities. Local artisans and craftsmen teach participants their individual arts or crafts. This year, so far we have lined up porcupine quilling and beading a lanyard. We are working at filling in the rest of our schedule but in years past we have made buckskin bags and moccasins, tie dying, and elders speaking about their childhood or myths and legends. It is a fun, educational time, enjoyed by all who attend.

**Blackfeet Community College, Browning, Montana** - Medicine Spring Library's Library Technician Aaron LaFromboise (Blackfeet) has been selected as the Outstanding Library Support Staff by the Montana Library Association. Aaron just registered for the last semester of classes for her Master of Library and Information Science degree. She finished her undergraduate degree and will soon have her professional degree—all accomplished online while working full-time in our library—she is a wonderful role model!

Our other Library Technician was hired in October. Mandi Henderson, also an enrolled member of the Blackfeet Nation, comes to us experienced in working with the public and with enthusiasm for helping our students, learning library procedures, and contributing to our mission. Blackfeet Community College's Spring semester is underway with almost five hundred students. We have extended the library's open hours for midterm and finals weeks again, giving students increased opportunities to study.

A large screen electronic message board, which displays information about campus happenings, has been installed. Our Conference Room looks impressive with new carpeting installed over the winter break and chairs newly upholstered in handsome Pendleton fabric. The library staff at D'Arcy McNickle Library of Salish-Kootenai College challenged Blackfeet Community College to a "Book Battle" to see would read the most books during winter break. BCC won.

We have set up an area with coloring pages for adults with colored pencils and markers to provide our users with a relaxing activity for taking a break.

The seventh and eighth grade students from Browning's Catholic school continue to come to use our Archives Room to research Blackfeet history, such as the Flood of 1964, the Starvation Winter, the Bear River Massacre (also called the Marias Massacre and the Baker Massacre), and the lives of Piikani chiefs.

Medicine Spring Library hosted a program by Sally Thompson, the author of *People before the Park: The Kootenai and Blackfeet before Glacier National Park*. She presented illustrations of some paintings by Nicolas Point, a Jesuit priest who visited the Rocky Mountains in 1846-1847. She discussed what he showed of Blackfeet and Kootenai life, but also what was not very

accurate. The program was presented in collaboration with the Glacier-Two Medicine Alliance. We had 47 very interested attendees.

**Chief Dull Knife College, Lama Deer, Montana** - Recently, the Dr. John Woodenlegs Library replaced eight desktop computers, added sixteen laptops and eight iPad for student and public use.

On February 5, 2016 the library hosted “Everyone Has a Story” program. The Cultural Affairs department and the library are gathering stories and histories on the Northern Cheyenne elders that are depicted in the portraits that are displayed at the library. The goal is to gather biographical information about each person portrayed. Family members of the elders portrayed were asked to attend the presentation and luncheon that took place at the library. Michael Crummett, the photographer was invited as the guest speaker for the program. Mr. Crummett took the eighteen by twenty-four black and white photographs in 1993. Mr. Crummett provided a personal account of the photographic collection and also presented a slide show of people and places on the reservation some twenty-five years ago. Interviewing the elders will begin later this spring semester and continue throughout the summer.

The library will soon begin planning for the summer youth program and other activities. The library looks forward to helping with the planning of the community/college garden.

**Fort Peck Community College, Poplar, Montana** – The Library has been an affiliate of Roosevelt County Library for one year. We have increased our circulation and patron numbers. We have a steady flow of patrons in all day long. We receive the local and regional papers and many community members come in to catch up on the news.

We are open for four hours on Saturday and the community has related that they like those hours. We honestly have not seen a great use by students; the numbers reflect good use of the Library on Saturday. The new semester started January 19 and there are quite a few new faces around campus.

We applied for and were awarded “Native Voices: Native Peoples’ Concepts of Health and Illness” from the American Library Association and National Library of Medicine. Our tour date is starting February 4, 2016. We are excited to have this program and exhibit in our Library.

We have two children’s programs during the week and are discussing a grade school reading group and a Lego afternoon. We are very busy with grade school children after school, using the computers and checking out books and movies.

In 2015, we were open 264 days and circulated 32,430 items. We are part of the Montana Shared Catalog, which is a Sirsi/Dynix system.

**Little Big Horn College, Crow Agency, Montana** - LBHC through the Crow Tribe was the recipient of a two-year Institute of Museum and Library Services (IMLS) Native American Enhancement grant for \$149,283. The *Digitizing Crow Indian Oral History: Preservation, Perpetuation, and Access* project is designed to preserve and make accessible audiovisual materials through digitization, the addition of item level metadata, and increased access via the

Mukurtu content management system. Most of the oral history and other recordings will be made available on the Internet. Some sensitive or sacred materials will only be available on the Library computer network.

Currently, LBHC audiovisual holdings are in outdated analog formats such as tape and are beginning to show signs of deterioration, which if not remedied will lead to a lack of access for members of the Crow community. These collections contain invaluable cultural, historical, and linguistic content that, if lost, would be irreplaceable. The LBHC Library/Archives will work with the Sustainable Heritage Network at Washington State University to receive training in relation to the digitization and preservation of the materials during the duration of the project. However, it must be noted that the LBHC Library has been having some difficulty with the Crow Tribe regarding timely reimbursement for expenditures under the IMLS LSTA Basic and Enhancement grants. AIHEC is considering lobbying for a change in the LSTA legislation such that the tribal colleges can be the direct recipients of IMLS grants. LBHC hosted a summer 2015 children's reading program for ages 5 to 12 with all 20 spots taken. The kids focused on Crow and Native readings and arts and crafts such as chokers, dream catchers, and parfleche bags. Some Crow language skills were also included. Also during the summer, the library was able to hire two temporary employees from Title III monies to work on the children's reading program, assist in the cataloging of the backlog of materials and an inventory of the Crow Special Collection.

Under the Title III grant, to support our Crow Studies and Native American Studies coursework, the Library purchased a new high definition video camera with a full complement of accessories. All recordings are done on chips (cards) and are easily transferred to hard drives for longer-term preservation than recordings done on tape. This fits in nicely with our audiovisual digitization project.

#### More Title III:

We record oral histories each week as part of our Library Speakers Series/Cultural Enrichment course presentations. These are offered for credit as a Crow Studies course but are also free and open to the public. Most presentations are made by elders on all topics in Crow history and culture and constitute a wealth of knowledge added to the materials in the Library's Crow Collection as well as those materials in our Crow archives.

Prior to 2014, the materials we had on microfilm in the Archives included the local Big Horn County News from 1907 to 1987, which covers Crow people and events extensively. In 2015, we purchased all of the remaining available Big Horn County News up to 2012, thus filling in the need for contemporary materials on the Crow people, which have been sorely lacking in our collections. All of these are primary source documents on Crow history, culture, and current events. The content collected on video and microfilm goes straight to the heart of the College mission and purpose statement, which speaks to the role of the College in preserving, protecting, and perpetuating Crow culture.

In the area of technological infrastructure, our existing library copier was nine years old and that of the Archives older still. Two color copiers to replace them were purchased. Most significantly, a major upgrade was made to the Wi-Fi network, which covers the Library, Archives, and the college administration. The old wireless network often had technological

problems. Many students with their portable devices access the Internet in the Library and their access was strengthened by the upgrade.

**Salish Kootenai College, Pablo, Montana** – The SKC/D’Arcy McNickle Library has seen major changes in library staffing over the fall and winter. Three out of five staff members (Mary Driscoll, Natalie Malaterre, and Lisa Kellerman) have moved on to new and exciting opportunities outside the library. This left four open positions for: Interlibrary Loan, Serials/Cataloging, Instructional/Outreach, and, Library Assistant. New hires include Jamie Shepard (formerly our Library Assistant) in ILL, Brie Covert in Serials/Cataloging, and two new staff members yet to be determined.

Throughout this period of minimal staffing, emergency hires, volunteers, and student workers were used to assist library staff in providing library services. SKC Education students have been staffing the Library’s Storytime Program. Volunteers and student workers have provided great efforts in assisting staff in offering Extended Midterm and Finals Week library hours, weeding & new materials processing, and staffing the information desk.

For Winter quarter, the library provided facilities for a tax preparation project with SKC’s Academic Business Department. In the project, SKC Business students learn and practice their growing tax preparation skills by offering free tax preparation to lower income households. The project has provided the library with a great opportunity to showcase our collection and services to community members who may not have been aware of our offerings. It’s been a great success.

**Stone Child College, Box Elder, Montana** – Stone Child College/Rocky Boy Community Library has been busy with planning more community events for its patrons. In October 2015, the library held a Halloween Fun Night. Some of the activities that occurred were bobbing for apples, costume contest, games, decorate a cup cake, movies, arts and crafts, and snacks were provided. This event brought more than 150 people into the library. This is the largest turn out that the library has had for one of its events. In December 2015, the library held a Christmas Extravaganza. Activities that occurred are movies, games, pictures with Santa, decorating a stocking, creating ornaments and wreaths, decorated the Christmas tree, make reindeer decorations, letters to Santa, ugly sweater contest, stew and rolls, and snacks. This event brought in 101 people.

The library has been asked to do more events for the students and community. For January 2016, the event is called Valentine’s Day Prep. Activities will include making decorations, making valentines, movies, games, decorating heart shaped cookies, and snacks. For February 2016, the event is called Oscar Movie Night. We will be watching movies, having sandwiches, chips, drinks, and snacks. For March 2016, the event is “A Good Hare Day.” This event will be centered on the Easter Holiday. Food and snacks will be provided. The April 2016 event is called “Family Game Night.” Activities for this night will include board games, card games, video games, computer games, karaoke, and dance, dance revolution. Food and snacks will also be provided.

The library staff is also helping students to prepare for the AIHEC competition. The library has purchased all the materials for the Knowledge Bowl competition. The library staff is also

reading the books with the students and helping them to create possible questions. Librarian Joy Bridwell will travel with the Knowledge Bowl students and serve as their coach.

### **New Mexico:**

**Institute of American Indian Arts, Santa Fe, New Mexico** - The library joined the Federal Depository Library Program (FDLP) in December and is now a selective all-digital member of the Government Printing Office's FDLP.

The library hosted four readings in the fall in which nine Creative Writing MFA students from IAIA read from their work.

The library had a new librarian start in November. Jessica Mlotkowski joined the library staff as the library's new cataloger and public services librarian.

The library is continuing to partner with the Sequoyah Research Center and will be sending historic issues of tribal newspapers to the Center in January.

### **North Dakota:**

**Sitting Bull College, Fort Yates, North Dakota** - Sitting Bull College Library has been working on updating its website with many new features. This is the first major update in several years. For the first time, we are able to include images on our many subject related pages. We have also received a few new donations of historical items to the archive and have been working on preservation. The library has also been working on identifying and ordering additional items to add to its Standing Rock Collection. The goal of the collection is to eventually gather every piece of primary source material relating to Standing Rock and its people from the far corners of the globe. We are working on a potential IMLS grant to further fill out this collection.

**Turtle Mountain Community College, Belcourt, North Dakota** - The Turtle Mountain Community College Library has recently hired Harvey LaRocque as the new library technician, and he has been a great asset to the library. TMCC library has also been weeding library materials and updating items that have been stored/not inventoried. We are also working on completion of our L3 Bremer Grant, which provides library materials to the Adult Education program. The library staff is in the process of creating a *Cultural Resource Center*, which will entail all materials related to the Turtle Mountain Band of Chippewa

**United Tribes Technical College, Bismarck, North Dakota** – UTTC Library has partnered other libraries in the local area to bring the Native Voices traveling exhibit to Bismarck, ND. Notification has arrived that it will be in Bismarck in 2018. The library coordinated the purchase of the AIHEC Knowledge Bowl books and DVD for the UTTC student contestants. The librarian will speak in several classes on how to use online databases and do basic library research. Many students stop by the library to get help in refreshing these skills as needed. She also worked with the extended learning department on how to find and use the UTTC online resources. UTTC is constructing a new webpage. The library is taking the opportunity to work on its webpage as well. The librarian will be working with the instructors regarding their department curriculum needs, as spring semester is time to renew journals, magazines and order new library books.

### **Oklahoma:**

**College of the Muscogee Nation, Okmulgee, Oklahoma** – The library installed patron-tracking software and determined that library traffic was greater than previously thought. Circulation continues to rise as well. In addition to the normal information literacy instruction sessions provided by the library, a series of study skills workshops is currently underway. With the assistance of faculty, the library will also be hosting an inaugural Write Night @ the Library event designed to help students struggling with research, citations, and composition.

The archive digitization project continues. The library secured a large donation of scientific journals and resources as well as additional Bureau of Ethnology Reports. The librarian, Karen Hought, continues to serve as the president of TCULA (Tribal College and University Libraries Association) and as secretary of the Oklahoma Library Association's Tribal Libraries Committee (OLA TLC). She was also asked to serve as the public relations/communications officer of OLA TLC.

**Comanche Nation College, Lawton, Oklahoma** - Comanche Nation College has applied and received an opportunity to host the traveling exhibit titled "Native Voices: Native Peoples' Concepts of Health and Illness." This exhibit is sponsored by the American Library Association and the National Library of Medicine and consists of six panels with attached iPads to enhance the public's experience. According to the website, the exhibit "examines how wellness and illness are interconnected with cultural life. Stories drawn from both the past and the present examine how the determinants of health for Native People are tied to community, the land, and spirit. Through personal interviews, Native People describe how individual and community wellness are affected by the political and cultural events of the 19th and 20th centuries. Individual reflections show the impact of epidemics, federal legislation, the loss of land, and the inhibition of culture on the health of Native individuals and communities today. Collectively, these stories convey how Native People use both traditional and Western methods to enhance wellness, ultimately presenting an inspiring account of renaissance, recovery, and self-determination." Comanche Nation College was one of the 104 selected sites across the nation. The exhibit will run for six weeks starting July 20, 2016 through August 31, 2016. Information literacy classes are offered to CNC students. The librarian has taught modules of Fundamentals of Speech, Developmental Writing, Basic Comp, and Comp 1. Topics of instruction include how to avoid plagiarism, finding and evaluating research sources, introduction to library services, and using online articles from databases.

The library will continue its membership in the Oklahoma Library Association, the Tribal Library Committee, the Association of Tribal Archives, Libraries and Museums, and the American Association for State and Local History with help from the IMLS grant funds.

The library continues to expand the collection. Currently the library has approximately 2400 items, including 1850 circulating books, 105 juvenile books, 220 textbooks, 110 DVD's, and 105 reference materials. The Film Festival collection of DVD's numbers 61 films. The librarian has cataloged over 35 college documents, including handbooks, the Preliminary Information Forms, Policy and Procedures, catalogs, and annual reports.

## **South Dakota**

**Oglala Lakota College Woksape Tipi Academic/Public Library** - OLC Woksape Tipi Academic/Public Library & Archives continues to provide library services to our thirteen library locations on the Pine Ridge Reservation. These sites include the Nursing program, the He Sapa Center in Rapid City and the Cheyenne River Center in Eagle Butte.

The library maintains a partnership with OLC in promoting student persistence, retention and completion as comprehensive academic goals. The foundation and expectations of the library program are identified in our assessment plan. The student learning outcomes come from the Association of College and Research Libraries (ACRL) Information Literacy Standards. The Big 6 Research Steps are the instructional tool that mirror literacy standards, a matrix has been developed for student outcomes.

Delivery of the Information Literacy instruction and co-curricular activities are received through a variety of formats, in person (classroom), on-line card catalog and database access through the library web page, in the library handbook and through the Information Literacy Rescue Research Trail online assessment tool. The library program aligns instruction with the learning outcomes designed for OLC General Education abilities.

Our 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.

Woksape Tipi is developing selections from the FDLP electronic depository library. We have completed a collections management policy for the archives and tribal repository which includes specialized print collections; we have been weeding and updating our rare book collections in the archives and creating new indexes of unpublished resources available. As with all South Dakota libraries, we have had to transition away from state supported cataloging to independent, which is Atrium for us. We are still working out bugs and hope to continue enhancing our resource access.

## **Washington**

**Northwest Indian College, Bellingham, Washington** - Aside from our busy business as usual, the library was asked to partner on two grant applications. One will fund a research project conducted by University of Washington's Information School doctoral students to investigate engagement of tribal families in libraries. The other is a project by the Washington State Library to create an institute for staff of tribal libraries throughout the state. We look forward to collaborating on both of these projects.

## **Wisconsin:**

**Lac Courte Oreilles Ojibwa Community College, Hayward, Wisconsin** - The LCO Library Director attended the ATALM Conference in Washington, D.C. where she presented a poster session on the IMLS Enhancement Grant and attended a number of workshops. She also attended the fall gathering of Great Lakes Convening Culture Keepers at the Saginaw Zibiwing Center in Mount Pleasant, Michigan. The group is in the early planning stage of developing a traveling exhibit that will depict the tribes of Michigan, Minnesota, and Wisconsin. The focus of



the three-day gathering was the exhibit with workshops provided that will be helpful in the development of this major project. She also applied for the *Native Voices: Native Peoples' Concept of Health and Illness* traveling exhibit. It was hoped that this exhibit could be used as an example for the group when they meet at Lac Courte Oreilles in 2017. (The library was chosen to host the exhibit but not in the necessary time-frame for the group. It will still be an honor to display it at LCO.)

Throughout the fall, the LCO Library Board has been discussing Wisconsin Act 31, which mandates the teaching of Wisconsin Native cultures in public schools. An effort is being made to find ways of informing the local school and other public libraries about available resources and programs that relate to Act31.

Plans for the upcoming semester include sponsoring a midwinter day of traditional storytelling; offering a drama-writing workshop, and working at the AIHEC Conference in Minneapolis. Culture Keepers will be meeting in April at the Potawatomie Culture Center and Library in Crandon, Wisconsin.

# College Fund Report to AIHEC Spring 2016



## Student Success Services

### TCU SCHOLARSHIP PROGRAM

TCU Scholarship Program regular funding totaling \$3,256,000 was disbursed for 2015-16. Most TCUs received \$100,000 in funding. Lesser amounts were disbursed to schools with an ISC below 100 in accordance with the Board’s scholarship policy.

A total of \$1,088,000 in additional unrestricted funding was allocated over and above the regular funding. This was disbursed based on each college’s ISC as a percentage of the total ISC. Colleges with an ISC less than 100 were not eligible for the additional funds. This brings the total disbursed to \$4,344,000. The TCU Scholarship funds were disbursed is as follows:

Aaniih Nakoda College	\$ 114,820	Little Priest Tribal College	\$ 108,953
Bay Mills Community College	\$ 122,870	Navajo Technical College	\$ 215,782
Blackfeet Community College	\$ 138,293	Nebraska Indian Community College	\$ 110,307
Cankdeska Cikana Comm. College	\$ 115,873	Northwest Indian College	\$ 151,834
Chief Dull Knife College	\$ 119,635	Nueta Hidatsa Sahnish College	\$ 115,722
College of Menominee Nation	\$ 124,826	Oglala Lakota College	\$ 196,447
College of the Muscogee Nation	\$ 110,156	Saginaw Chippewa Tribal College	\$ 63,000
Diné College	\$ 221,349	Salish Kootenai College	\$ 145,920
Fond du Lac Tribal & Comm. College	\$ 118,883	Sinte Gleska University	\$ 147,923
Fort Peck Community College	\$ 125,278	Sisseton Wahpeton College	\$ 111,435
Haskell Indian Nations University	\$ 174,781	Sitting Bull College	\$ 122,494
Ilisagvik College	\$ 76,000	Southwestern Indian Polytechnic Inst	\$ 153,339
Institute of American Indian Arts	\$ 121,216	Stone Child Community College	\$ 127,836
Keweenaw Bay Ojibwa Comm. College	\$ 74,000	Tohono O’odham Comm. College	\$ 109,931
Lac Courte Oreilles Ojibwa Comm. College	\$ 115,349	Turtle Mountain Community College	\$ 152,858
Leech Lake Tribal College	\$ 122,269	United Tribes Technical College	\$ 145,139
Little Big Horn College	\$ 126,482	White Earth Tribal & Comm. College	\$ 43,000
<b>TOTAL:</b>		<b>\$ 4,344,000</b>	

2015-16 TCU Scholarships Disbursement:

Regular	\$3,256,000
Additional	<u>1,088,000</u>
<b>TOTAL</b>	<b>\$4,344,000</b>

### FULL CIRCLE SCHOLARSHIP PROGRAM

Payment of Full Circle Scholarship Program funds for 2015-16 is currently underway as the tribal colleges verify enrollment and GPA for recipients. Once fully disbursed, the total will be approximately \$3.43 million.

**TOTAL SCHOLARSHIP FUNDS**

TCU Scholarship Program	\$4,344,000
Full Circle Scholarship Program (est.)	<u>3,430,000</u>
	<b>\$7,774,000</b>

**RECRUITMENT, PUBLIC AWARENESS**

Recruitment visits to the tribal colleges continue to be prioritized towards those TCUs with lower application submission rates. SSS team members will visit 14 tribal college campuses this spring to raise awareness of our scholarships and student success service offerings. All 35 TCU Financial Aid Offices received a supply of promotional materials (posters and brochures) with the request that they make the information available to students. In addition, the same materials were sent to branch campuses and sites of our top priority schools. All 35 main campuses also received a small supply of College Fund t-shirts imprinted with our logo and the new Education is the Answer tag line for use in their own application promotion efforts

We also continue to build awareness of our scholarships on a national level. SSS team members have attended and exhibited at AISES, NIEA, NCAI, and the Lakota Nation Invitational Tournament. We will also be participating at the AIBL Conference and the AIHEC Student Conference. In cases where attendance wasn't possible we have advertised in conference programs and/or had materials distributed in conference registration packets. SSS team members are also assisting the ORSP team in recruiting applicants for fellowships and internships associated with sponsored programs such as the Building Sustainable Pathways Program.

**INTERNSHIPS/CAREER READINESS**

The three interns funded by our grant from the Henry Luce Foundation started working on the short educational videos that they will produce for our web site. They attend NTU and IAIA.

Applications for a Summer Internship Program were disseminated to the tribal colleges. Supported by the Lannan Foundation and the College Fund, this program provides funding for several tribal colleges to create paid internships for students. Schools are encouraged to submit proposals so students can have the opportunity to gain valuable work experience and move closer to their future career goals in leading their tribal communities.

**CIRCLE OF SCHOLARS**

The Circle of Scholars Program is again providing a small graduation gift to all of our scholarship recipients graduating from a TCU this year. The graduation gifts are distributed with the TCU staff assistance and are intended to help further the relationship with our alumni scholars.

We increased the frequency of our scholars' newsletters to once a month. In addition to the usual content, each newsletter features a specific support service that we offer. Through this we hope to increase awareness of services like internship postings and Financial Aid TV.

**STUDENT AMBASSADOR PROGRAM**

The SSS team is now providing ongoing virtual training opportunities and support for the Student Ambassadors. While the in person training consisted primarily of communication and

presentation skills for donor events, the first webinar focused on presentation in their community. These could be on campus, to local American Indian groups, or to local high schools.

#### **FULL CIRCLE PROGRAM COMPONENTS**

More personal support services funded by specific donors are underway in their related programs. These include webinars with a representative of the donor, personal outreach by SSS staff, social media groups and more.

Preparations are underway for the annual Student of the Year/Coca-Cola Scholars Recognition Banquet. This will be held March 14 at the AIHEC Student Conference and is one of the ways we recognize outstanding tribal college students. We are pleased and honored to feature the noted American Indian performer Frank Waln as one of the entertainers. In addition, Tanaya Winder, a noted American Indian poet, will share some of her works.

### **Research and Sponsored Programs**

#### **PLACE-BASED LEADERSHIP AND COMMUNITY ORGANIZING PROGRAM - EMBREY FAMILY FOUNDATION**

In 2014, the College Fund was awarded a \$125,000 Challenge Grant by the Embrey Family Foundation to pilot a new two-year place-based women's leadership program targeting cohorts of three women students at each designated tribal college, and will end on June 30, 2016. The TCUs that were identified to participate were; College of Menominee Nation, Sitting Bull College, Southwestern Indian Polytechnic Institute, Aaniiih Nakoda College, and Diné College. In the first year, 13 women students were selected to participate in the two-year program, and in the second year, SBC added two more fellows to complete their cohort. The two-year Place-based Native women's leadership program targeted six components: 1) Mentorship by Embrey alumni and/or designated TCU staff; 2) Leadership training/workshops; 3) Community action projects; 4) Mentor training; 5) Scholarship support, and 6) culminating summer convening.

#### **ACHIEVING THE DREAM TCU COHORT-THE KRESGE FOUNDATION**

The Achieving the Dream student success initiative is supported by a three year (April 2013-June 2016), \$750,000 grant funded by the Kresge Foundation. Two TCUs, Diné College and Salish Kootenai College were awarded in June 2013 to establish the first cohort of TCUs to participate in the Achieving the Dream student success initiative. The TCU cohort is finishing up the final year under the Kresge funding and will be continuing to institutionalize ATD efforts to close achievement gaps to increase persistence and completion.

#### **TRIBAL COLLEGE COMMUNITY INNOVATORS PROJECT- NORTHWEST AREA FOUNDATION**

The College Fund received a \$1,000,000 grant from the Northwest Area Foundation in 2013 for an 18-month project that awarded five TCUs selected for their innovative community outreach programs. The goals of the project were to develop local and regional marketing campaigns that showcase the colleges' innovative approaches for fighting poverty and building healthy, thriving Native families, economies, and communities, to garner future philanthropic investment, and to share their community outreach projects with other TCUs. The grantees were Leech Lake Tribal College, Northwest Indian College, Oglala Lakota College, Sitting Bull College, Stone Child College. The final report was submitted February 28, 2016.

## **TCUs BUILDING SUSTAINABILITY PATHWAYS—MARGARET A. CARGILL FOUNDATION**

In 2014, the College Fund received a \$1,350,000 grant received from the Margaret A. Cargill Foundation for the “TCUs Building Sustainability Pathways” to support TCUs, faculty and students to progress in Environmental Sustainability capacities in the upper Midwest states (North Dakota, South Dakota, Wisconsin, Minnesota, and designated components in Montana). The grant has four components, 1) funding for TCUs to create environmental sustainability programming or to expand and enhance existing environmental degree programs, 2) \$20,000 Faculty Fellowships for TCU faculty who wish to earn an advanced degree in environmental sustainability fields, 3) \$14,000 two-year student fellowships for students earning a four-year degree at a TCU or mainstream university in environmental sustainability fields in the upper mid-west and MT, and 4) Internship programming for the upper mid-west states and MT TCUs who provide summer internship research opportunities for students in environmental sustainability.

The program is in the second year of the three-year grant. The TCU grantees are Nueta Hidatsa Sahnish College, College of Menominee Nation, and Lac Courte Oreilles Community College. There are three faculty fellows, ten student fellows, and three internship programs. **On-going and persistent outreach and recruitment activities for the remaining, TCU grants, faculty and student fellowships will continue throughout spring 2016.**

## **FACULTY FELLOWSHIP PROGRAMS**

### ***Mellon Master’s Fellows***

This five-year project started in January 2014. The purpose of the grant is to provide funding and mentoring for tribal college and university (TCU) faculty and staff members likely to become faculty to earn Master’s degrees. Each fellow receives around \$20,000 to help with the cost of attendance. In addition, the program officer arranges monthly phone conferences with each fellow to check on progress, provide advice and encouragement, and address any problems being encountered. **We are accepting application in an ongoing basis to fill eight remaining spots.** Currently, two of the twelve fellows completed their degree. The remaining nine continue to make progress toward degree completion. It is anticipated that eight more will graduate in spring 2016.

### ***Mellon Career Enhancement Fellows***

The \$500,000 grant from the Andrew W. Mellon Foundation enables the College Fund to award eight fellowships to TCU faculty over a three-year period, to support and advise these faculty members during the final year of their terminal degree program, and to recruit and mentor the Mellon Fellows at the TCUs’ remote locations. Three fellows from the 2015-16 cohort continue to make progress toward degree completion. **We are now recruiting new fellows for the 2016-17 cohort.**

### ***Nyswander-Manson and Blanchard Faculty Fellowship***

The 2015 Nyswander-Manson faculty fellow was Carmelita A. Matt. Carmelita is a member of the Confederated Salish & Kootenai Tribes located on the Flathead Indian Reservation. The 2015 Blanchard faculty fellow is Lexie Tom who is a member of the Lummi Nation. Both Carmelita and Lexie continue to make progress in their degrees and it is anticipated that Lexie will be eligible

for the Mellon Career Enhancement fellowship this coming year. **We are currently recruiting applicants for the 2016 year.**

#### **TCU EARLY CHILDHOOD EDUCATION INITIATIVES**

##### ***Wakanyeja “Sacred Little Ones” Early Childhood Education Initiative—W.K. Kellogg Foundation***

The five-year, \$5 million dollar, project came to an official close in December 31, 2015 with the final reporting submitted in February 2016. Summary of impact: Wakanyeja ECE Initiative became a hallmark program supporting TCUs in strengthening early childhood education by expanded opportunities to revise teacher education programming, community outreach and engagement, and contributions to research-based practices focused on culturally-informed curriculum and assessment, engagement of Native families, and documentation of children’s developmental milestones.

##### ***Cultivating Lakota Early Learning Opportunities—Grotto Foundation***

The College Fund awarded a sub-grant in the amount of \$25,000 to Sitting Bull College to implement a Lakota language and culture revitalization project, *Cultivating Lakota Early Childhood Learning Opportunities*. Sitting Bull College will develop a scope and sequence of a pre-K Lakota immersion language curriculum, improve family engagement strategies, create an early learning language immersion assessment system, and strengthen the instructional knowledge and skills of Lakota immersion language teachers.

##### ***Restorative Teachings Early Childhood Initiative—W.K. Kellogg Foundation***

*Restorative Teachings*, a \$1.5 million dollar two-year ECE initiative, was awarded in January 2016 and is envisioned as a community-based, multi-phase approach to grow long-term commitment and shared responsibility for the development of high-quality early childhood educational opportunities for Native teachers, children and families. The project aims to 1) develop culturally-responsive and adapted ECE systems, 2) strengthen whole child health and wellness, 3) build stronger investments in strategic family engagement, and 4) support Native family economic security directly through partnerships and access to higher education. Program launch includes strategic capacity building supports and technical assistance through offering informational webinars and planning support.

The estimated total investment in two cohorts is as described below:

- **COHORT I:** \$66,000 base grant with significant support in training and program enhancement opportunities estimated at \$59,000. Total investment in Cohort I TCUs: \$191,000 per TCU over two years. Note: College of Menominee declined to participate in Phase III of the College Fund’s TCU ECE Initiative. Iłisaǵvik College, Southwestern Indian Polytechnic Institute and Northwest Indian College, original grantees from the Wakanyeja flagship program, will continue.
- **COHORT II:** \$110,000 base grant with significant support in training and program enhancement opportunities estimated at \$220,000 per TCU. Total investment in Cohort II TCUs: \$330,000 per TCU over two years. Note: Two TCUs will be selected as Cohort II TCUs, by February 26, 2016.

The *Restorative Teachings* ECE Initiative aligns with the College Fund’s strategic plan to increase funding opportunities supporting educational access, increasing student success, and building capacity at TCUs to engage in community-based, place-based programming.

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

The Lilly Endowment grant works to build research capacity within the College Fund organization and works collaboratively with TCUs to build their own research capacity especially around data collection processes and technology.

***TCU Capacity Building***

The Research Director is currently working with *Jenzabar* Learning Management Systems to conduct data assessments at two TCUs. Tohono O’odham Community College participated in a web-based data assessment scheduled for February 16 and 17, 2016. Other Colleges have expressed interest in participating in this process and will be supported as resources permit.

***Public Awareness***

The Research Director continues to participate with the Tribal Data Teleconference hosted by the NCAI Policy Research Center. The team is also on schedule to publish the first volume of the *Tribal College Research Journal* by July 2016. A Call for Papers was sent out in September. Eleven journal articles were submitted by the December 2, 2015 deadline.

***College Fund Capacity and Sustainability***

Several key employees are standardizing data points for the organization. These data points include TCU enrollment, ISC, FTE, American Community Survey data – poverty, etc. and scholarship tracking data – graduation and persisting data, among other data. The Data Stats Committee will roll out these data points in March.

The College Fund’s *Civcore* student scholarship data has been reformatted and merged with the National Student Clearinghouse tracking data allowing for a more efficient process to calculate graduation and persisting rates. The long term goal of the merging and reformatting of scholarship/tracking data is to develop a dashboard/user friendly interface that will allow College Fund staff access to this data to assist all in their reporting efforts and data inquiries.

**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 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).

**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 \$860,000 grant is to expand knowledge and skills in the endangered art forms at the TCUs. This grant will give TCUs the opportunities to increase the transfer of lost and endangered knowledge of art and culture with the communities they serve. TCUs eligible for funding are: Minnesota, Wisconsin, North Dakota and South Dakota. The Margaret A. Cargill Foundation's Restoration and Preservation of Traditional Native Art Forms and Knowledge grant will conclude in December 2016. This is the last year of the grant. Quarterly grants are available.

The four TCUs selected as recipients of the *three-year grant* program: Leech Lake Tribal College (Cass Lake, MN), Turtle Mountain Community College (Belcourt, ND), Oglala Lakota College (Kyle, SD) and Sinte Gleska University (Mission, SD) are currently in the last year of their three year grant program. They will be submitting their final report for year two on February 1, 2016 and will receive their final payment of \$15,000 once the grant has been submitted.

**CULTURAL PRESERVATION & REVITALIZATION - NATIONAL ENDOWMENT FOR THE HUMANITIES**

The NEH Cultural Preservation Endowment supports cultural preservation and revitalization efforts at 24 TCUs. The endowment provides an annual grant of equal amount to the 24 participating TCUs (\$7,640). Funds may be spent on cultural preservation, perpetuation and revitalization efforts. Grant disbursements were made in January 2016 and final reports from participating TCUs will be due in late November for the 2016 award year.

**CULTURAL PRESERVATION - ANHEUSER BUSCH FOUNDATION**

The Anheuser Busch Foundation's Cultural Preservation program in the amount of \$50,000 a year was initiated in early 2014. Anheuser Busch Foundation will provide one-time annual awards to a selected TCU for the purpose of supporting cultural preservation, for a previously unsupported strategy toward preserving cultural practices, language, arts, or any activity deemed to be of cultural nature by the TCU and the community it serves.

Keweenaw Bay Ojibwa Community College was selected as the recipient of the 2015-2016 award which will help preserve the Ojibwa culture through community-based educational opportunities.

**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**

Last fall a team of College Fund employees from across departments met with three finalist web design agencies that submitted proposals. The College Fund team chose New Media Productions as the vendor. A contract was entered into in November. The College Fund approved wire frames for the layout of the web site, which are compatible with mobile devices and web browsers.



## **BLOGS**

Four new blogs were added to our web site architecture. A consultant created and programmed layouts for three, which are all the same layout and design. These include the main College Fund blog, the Student Success Services blog, and the Office of Research and Sponsored Programs blog. The President's blog has a separate, premiere layout. Each blog caters to a specific audience with specific strategic purpose.

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 blog is geared for faculty and staff at tribal colleges and universities 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, and much more.

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 web site after the web site redesign. We are looking for guest bloggers. To volunteer, contact Jaime Aguilar at [jaguilar@collegefund.org](mailto:jaguilar@collegefund.org).

## **PUBLIC RELATIONS**

The 2014-2015 FY annual report was printed and distributed in December 2015 and was posted electronically in catalog format that will allow readers to browse and was also posted in a downloadable PDF format on the College Fund website: [http://issuu.com/collegefund/docs/2014-2015-annual\\_report\\_web?e=0/32244550](http://issuu.com/collegefund/docs/2014-2015-annual_report_web?e=0/32244550).

## **Resource Development**

### **COMMUNITY ENGAGEMENT**

#### ***Educational Events***

The Educational events program includes an opportunity for all attendees to share College Fund information via email or social media at the event thus extending the relationship on the spot. Highlights include cash donations, attendees exchanging contact information to continue speaking to each other and their networks, and requests to share the event program with other

large groups. Using social media in the context of the educational events has been particularly successful in keeping people engaged and we are continuing to share social media posts with event attendees on a regular basis to keep the conversation going among their networks.

### **Fundraising Events**

The Flame of Hope Gala was held on March 1 at Pier Sixty. Upcoming events include Minneapolis and Chicago luncheons featuring fashion designer Bethany Yellowtail and lacrosse players the Thompson brothers.

In preparation for the many opportunities to feature our College Fund scholars, we hosted ten students in Denver for three days the weekend of January 12 to provide training for them to develop their stories and share with them the College Fund's mission and how they can share it with others.

We developed the Stand with Native Students ([www.standwithnativestudents.org](http://www.standwithnativestudents.org)) fundraising campaign that spans all channels (print, digital and person-to-person). The concept is to share 100 student stories between now and the end of the fiscal year, symbolically raising enough money to provide scholarships for 100 additional students. The secondary call to action for the campaign is to inspire people to stand with our students, creating a viral campaign that everyone can participate in. We launched at the New York Gala, featuring video and live appearances by our student ambassadors.

## **Accountability and Transparency**

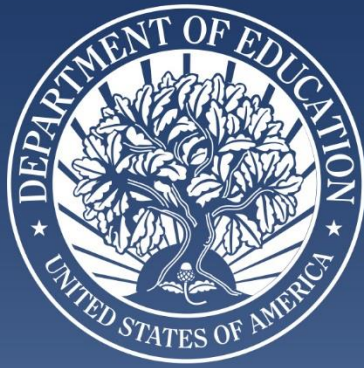
### **FINANCIAL ACCOUNTABILITY**

The College Fund received a clean opinion on its FY2014-15 audited financial statements. The College Fund's Board approved audited financial statements and IRS Form 990 at its Fall 2015 Board Meeting. Both are posted on the College Fund's website. All requisite state registrations are completed to date and our Colorado Annual Corporate filing is up to date.

### **CHARITY WATCHDOG RATINGS**

The American Indian College Fund meets all charity watchdog standards:

- Charity Navigator, the nation's top charity evaluation system, awarded the College Fund a three-star rating for sound fiscal management and excellent transparency in January 2015.
- 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.



U.S. DEPARTMENT OF EDUCATION  
White House Initiative on American Indian  
and Alaska Native Education

School Environment Listening Sessions  
FINAL REPORT



# Letter From the Executive Director

October 2015

Dear Federal, Tribal, State, and Local Leaders:

The Obama administration is committed to the needs of Indian Country and to the education of Native American youth. U.S. Department of Education (ED) Secretary Arne Duncan has made it a priority to strengthen opportunities and outcomes for all students, including Native American students. As a result of the secretary's commitment to Native youth and ED's consultations and listening sessions with tribal leaders and tribal communities, the White House Initiative on American Indian and Alaska Native Education (WHIAIANE or initiative) and ED's Office for Civil Rights (OCR) began a series of listening sessions to hear directly from Native youth, parents, school officials, and tribal communities regarding school environments — the first nationwide effort of its kind.

We met with students, teachers, and their advocates across the nation to hear their stories and experiences firsthand. Through their tears, hurt, and anger, participants voiced their concerns regarding the conditions they experience in schools and institutions of higher education. They shared that, for a variety of reasons, school environment improvement efforts are not reaching Native American youth. Many issues remain unaddressed, including the harm that is created by the use of Native mascots and logos. Additionally, they shared that when raising concerns or seeking recourse for harms, they are frequently dismissed or met with hostility. Native youth, parents, and advocates say they are alone in their efforts to address these issues and that circumstances are often unbearable. They asserted that the failure to address these concerns limits our Native youth opportunities and life outcomes. This, they say, ultimately is detrimental to their tribes, states, and our nation as a whole.

We thank and commend Native youth and others who bravely spoke out about the painful experiences they have endured and continue to endure in schools and institutions of higher education across the country. Their struggles and continued efforts will not go ignored by this administration. Moving forward, we intend to honor these stories shared with us by working with you to help ensure that every Native American has the opportunity to receive a complete and competitive education in a safe and healthy school environment.

Sincerely,



William Mendoza  
Executive Director  
White House Initiative on American Indian and Alaska Native Education

## Executive Summary

To improve education for American Indian and Alaska Native (AI/AN) students, tribal leaders, educators, and Native youth called upon WHIAIANE to collect information on school environment experiences — from teachers, parents, community members, and the students themselves. Tribal leaders and tribal communities wanted members of the initiative to hear about the challenges these students face in gaining high-quality education, with a focus on the quality of their school environments.

To meet this need, WHIAIANE, in collaboration with OCR, worked with tribal leaders and communities to design and execute a series of nationwide listening sessions regarding the school environments of AI/AN students. In October and November 2014, nine gatherings were held in seven states from New York to California to Alaska.

These sessions drew over 1,000 attendees in total and allowed WHIAIANE and OCR to gather information from all stakeholders in AI/AN education. WHIAIANE acted as a listener, allowing students and others to speak openly about their school environments.

“You just have to be you, and you just have to be real. The only way to change things is to hear from real people,” said Valerie Davidson, trustee of the First Alaskans Institute, who served as the moderator for the listening session in Anchorage, Alaska. WHIAIANE imparted similar instructions at each session in an effort to encourage a safe environment for participants to share their stories.

Throughout the sessions, the initiative collected information about the challenges related to school climate, including bullying, student discipline, potentially harmful Native imagery and symbolism, and the implications of all of these school climate issues. With regard to Native school mascots and symbols, the initiative is aware that some people strongly favor retaining their school mascots. During the listening sessions, however, initiative staff members did not hear this viewpoint; thus it is not reflected in this report.

WHIAIANE found feedback from these sessions invaluable in forming its recommended next steps. The initiative further expects that information from these sessions will guide its future work and goals — to address the unique and culturally related academic needs of AI/AN students and to ensure that they receive an excellent education.

❖ **Recommendations primarily pertaining to the federal government include the following:**

- **Identify and share positive community practices.** Identify current school programs as models for implementing change and share best practices among grantees funded by the U.S. Department of Education.

- **Conduct outreach and engagement regarding the civil rights complaints process.** OCR, in coordination with WHIAIANE, should conduct outreach regarding the process for filing a civil rights complaint. Parents and students should have easy access to the procedures and resources for doing so.
- **Provide guidance regarding mascots and imagery.** OCR should explore ways to guide schools and institutions of higher education regarding the potentially harmful effects of Native imagery and symbolism, including school mascots and logos, especially on Native youth.
- **Better identify and report the race and ethnicity of students.** Conduct outreach to encourage states and school districts to improve Native students' self-identification of race and ethnicity. To help meet the needs of AI/AN students, support the disaggregation of racial and ethnic data-reporting at the state and district levels through the use of subcategories for students in the Hispanic and "two or more races" categories.

❖ **Recommendations primarily pertaining to states and local districts include the following:**

- **Support Native American languages.** As a foundation to providing a better environment for Native students, where appropriate, states and school districts should support the preservation and revitalization of Native languages and the worldviews embedded in them. One way this could be done is through in-school and out-of-school programs and credit-bearing coursework.
- **Promote positive school discipline.** Promote school discipline policies that encourage effective and culturally responsive strategies for avoiding inequitable application of suspensions and expulsions. Examples include peer-to-peer mediation and restorative justice.
- **Address teacher and school staff attitudes and behavior.** Encourage educators and school staffs nationwide to complete cultural competence training to better understand the cultural, social, linguistic, and historical context AI/AN students bring with them to school.
- **Address negative student attitudes and bullying.** Encourage schools to implement policies that discourage bullying. Promptly and effectively remedy the bullying when it happens, and provide more support to victims. Train school staffs on recognizing and addressing bullying. Additionally, encourage schools to offer programs that promote inclusion, and educate students and families about reporting bullying.
- **Promote cultural awareness.** Promote the accurate instruction of Native American history and culture to all school staffs and create initiatives for parents and tribal leaders to engage with students. States and districts should analyze resources, strategies, and professional development opportunities to ensure that tribal histories are included accurately.

- **Analyze mascots and imagery.** States and local school districts should consider the historical significance and context of Native school mascots and imagery in determining whether they have a negative effect on students, including Native American students. States and districts should also work with schools to develop and implement actions to change potentially harmful imagery and symbolism present in their student environments.
- **Address access and equity challenges.** States and local districts should promote better understanding among schools about the access and equity challenges that AI/AN students may face, such as inadequate facilities and transportation, and encourage the development of culturally responsive, flexible school policies and resources necessary to support students.
- **Appropriately identify students with disabilities.** Promote training for educators on effectively distinguishing AI/AN cultural and language differences from disabilities.

### Administration Initiatives

In 2011, President Obama signed Executive Order 13592, titled *Improving American Indian and Alaska Native Educational Opportunities and Strengthening Tribal Colleges and Universities*. The White House Initiative on American Indian and Alaska Native Education (WHIAIANE) was created by the executive order. The initiative resides within the U.S. Department of Education.

WHIAIANE actively promotes better educational opportunities and outcomes for American Indian and Alaska Native (AI/AN) students. It is committed to furthering tribal self-determination and helping to ensure that AI/AN students, at all levels of education, have an opportunity to learn their Native languages and histories, and receive complete and competitive educations, preparing them for college, careers, and productive and satisfying lives.

As part of its effort to better understand the educational disparities faced by AI/AN youth, the White House compiled the *2014 Native Youth Report*. In addition to addressing the historical consequences of misguided federal policies, the report provides valuable insight into young Native Americans' educational experiences, including high school completion rates, school environment statistics, and information on the numerous educational obstacles currently faced by Native students.<sup>1</sup>

Research has shown that opportunity gaps involving education frequently occur for young people of color.<sup>2</sup> Within these communities, President Obama's My Brother's Keeper (MBK) initiative was created to help resolve these gaps for boys and young men. The initiative promotes equal opportunities for all young men, regardless of their circumstances, by aiming to ensure the following six milestones:

1. All children enter school cognitively, physically, socially, and emotionally ready.
2. All children read at grade level by third grade.
3. All youths graduate from high school.

4. All youths complete postsecondary education or training.
5. All youths out of school are employed.
6. All youths remain safe from violent crime.

A private-sector effort called Boys and Men of Color is also available to marginalized youths. This group strives for student success and has goals similar to those of the MBK initiative.

To assist schools in better serving all students, the U.S. departments of Education (ED) and Justice (DOJ) have also launched the Supportive School Discipline Initiative (SSDI) to support the use of school discipline practices that foster safe, supportive, and productive learning environments while keeping students in school. SSDI focuses on partnerships between education, police, and court officials that aim to reduce the disproportionate exclusionary discipline and youth arrests or referrals to the juvenile justice system experienced by students of color and students with disabilities. A major SSDI milestone was the ED and DOJ release of a school discipline guidance package that includes a letter explaining how schools can administer student discipline without discriminating on the basis of race, color, or national origin; guiding principles for improving school climate and discipline drawn from emerging research and best practices; a directory of federal school climate and discipline resources; and a compendium of pertinent state school discipline laws and regulations. The guidance package and related materials are available at [www2.ed.gov/school-discipline](http://www2.ed.gov/school-discipline).

During the first few months of his presidency, President Obama created the White House Council on Women and Girls (the council) to ensure that every agency, department, and office in the federal government accounts for the needs and aspirations of women and girls in every aspect of their work. The council and presidential administration have demonstrated dedication to providing better access to education for women and girls of color. The council's November 2014 report, *Women and Girls of Color: Addressing Challenges and Expanding Opportunity*, cited improved educational achievement outcomes for women and girls of color. From 2009 to 2012, the graduation rate at four-year colleges and universities increased by 2.7 percentage points for AI/AN women, the second highest increase during this period for any race or ethnicity.<sup>3</sup>

To help begin a national dialogue about creating policies and programs to mobilize and cultivate the next generation of Native leaders, the president announced the Generation Indigenous (Gen-I) initiative in December 2014. Gen-I is a comprehensive effort designed to address the educational needs, physical health, mental health, and social service needs of Native youth to ensure all of them can reach their full potential. The initiative focuses on improving the lives of Native youth through new investments and increased engagement, including a targeted youth-engagement program, a new demonstration grant priority through the U.S. Department of Education, and a continuation of Bureau of Indian Education reform efforts. Key programs address education, health and nutrition, juvenile justice, housing, and youth engagement.



# AIHEC EXECUTIVE COMMITTEE MINUTES

October 2015-February 2016

**2015 AIHEC FALL BOARD OF DIRECTORS MEETINGS**  
**EXECUTIVE COMMITTEE**  
MANCHESTER GRAND HYATT – SAN DIEGO, CA - COVE ROOM  
OCTOBER 14, 2015 - 5:00 P.M.

**I. CALL TO ORDER AND ROLL CALL**

AIHEC Chair, Cynthia Lindquist, called the meeting of the AIHEC Executive Committee, to order at 5:08 p.m. (PDT) with the following result:

**Members Present**

Cynthia Lindquist, Chair  
Laurel Vermillion, Vice-Chair  
Robert Martin, Secretary  
Michael Parish, Treasurer

**Members Absent**

David Yarlott, Jr., Member at-Large

A quorum was established.

Carrie Billy and Meg Goetz, AIHEC, were also in attendance.

**II. REVIEW AND APPROVAL OF THE MEETING AGENDA**

Chair Lindquist suggested that the annual performance evaluation of the AIHEC President & CEO be postponed until tomorrow (October 15), so that executive committee members have time to review the materials submitted by Ms. Billy regarding her review. It was agreed that the committee members would begin the process during the lunch session, if possible. Alternatively, the group would meet at a time prior to the Board meeting.

**III. REVIEW AND APPROVAL OF THE MEETING MINUTES**

Chair Lindquist presented the minutes of the September 15, 2015 Executive Committee meeting for review and approval.

**MOTION:** President Martin moved [seconded by President Vermillion] to accept the minutes of the September 15, 2015 executive committee meeting.

**OUTCOME:** The motion was agreed to by voice vote.

**IV. LEGISLATIVE AND EXECUTIVE BRANCH UPDATE**

**Washington Update**

It was noted that the full Washington update would be presented during the Board of Directors meeting on Friday, October 16.

**HINU/SIPI Legislative Proposal**

It was reported that HINU and SIPI governing boards and the Department of the Interior – BIE are *exploring* options for removing these two institutions from BIE control, although no decisions had been reached. It was further reported that a Kansas congressional office had contacted AIHEC about this issue. AIHEC met with staff members and confirmed that any proposal is in the preliminary stages. The committee noted that a change in governance, from direct BIE control,

could impact other members of the Consortium and that AIHEC should be part of the discussion on the governance options available to these two institutions.

## V. TCU/AIHEC CENTRAL UPDATES & ISSUES

**2015 Fall Board Meeting** – AIHEC offered an overview of the Fall Board meeting and GISS training to occur over the next few days. The committee members were reminded that ACCT has invited TCU presidents and board members to participate in several meals and receptions and encouraged the committee members to avail themselves of these opportunities.

**BIE Reform Plan** – The committee was made aware that the BIE has requested that AIHEC endorse its reform plan. The section regarding higher education is quite good and worthy of support. However, AIHEC is not well versed on the K-12 provisions. Neither NCAI nor NIEA have made a decision on endorsement at this point. AIHEC will raise this issue at the upcoming NCAI meeting.

**AIHEC Strategic Plan** – It was agreed that the committee/board needs to revisit the newly proposed strategic priorities to ensure that the strategic plan truly reflects the overarching priorities of the TCU membership and provides appropriate guidance for the AIHEC Central Office. It was noted that the plan should focus on the key needs of the TCUs within the context of current and emerging higher education issues and further, that the goal of the strategic planning process was to update the existing plan to reflect emerging issues, not to abandon key elements of the existing plan. Key issues such as TCU funding/advancement needs, student success, and accountability have not changed, yet these issues do not appear as significant in the draft priorities.

**Future Meetings** – Ms. Billy reported that the American Indian College Fund has responded that it is interested in convening joint board meeting in 2016. A\*CF staff are now working on finding a Denver site for the 2016 summer meeting.

### **TCU UPDATES**

**Comanche Nation College** – AIHEC notified the committee that the Membership and Accreditation Committee agenda includes a motion to release the abeyance on the regular membership of Comanche Nation College. It was further noted that AIHEC had conducted three site visits to the college throughout the process and that the site visit team verified that CNC does now meet the criteria for regular membership and is recommending that the abeyance be lifted.

**Diné College** – It was reported that the president of Diné College would not be in attendance at the 2015 fall Board meeting, as she was placed on administrative leave until November 20.

## VI. NEW AND MISCELLANEOUS

**BoardMax Partnership Offer**- It was reported that BoardMax, the new board meeting software package for AIHEC Board meetings, has offered a discount (10 percent) to individual TCUs that might want to use the software for its own board of regents/trustees meetings.

**VIII. ADJOURNMENT**

**MOTION:** President Parish moved [seconded by President Vermillion] that the October executive committee meeting be adjourned.

**OUTCOME:** The motion was agreed to by voice vote.

Accordingly, President Lindquist deemed the October meeting of the AIHEC Executive Committee adjourned at 6:21 p.m. (PDT)

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 Minutes of the AIHEC Executive Committee Meeting

CONVENED BY CONFERENCE CALL – November 17, 2015

### I. CALL TO ORDER AND ROLL CALL

AIHEC Chair, Cynthia Lindquist, called the meeting of the AIHEC Executive Committee to order at 7:07 p.m. (EST) with the following result:

#### Members Present

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

A quorum was established.  
Carrie Billy, AIHEC, was also present.

### II. REVIEW AND APPROVAL OF THE MEETING MINUTES

Chair Lindquist presented the minutes of the October 14, 2015 Executive Committee meeting for review and approval.

**MOTION:** President Parish moved [seconded by President Martin] that the minutes of the October 14, 2015 Executive Committee meeting be approved, with two minor technical corrections.

**OUTCOME:** The motion was agreed to by voice vote with one abstention due to absence (President Yarlott).

### III. LEGISLATIVE AND EXECUTIVE BRANCH UPDATE

#### Legislative Branch Update

**FY 2016 Appropriations:** AIHEC provided an update on the status of the FY2016 appropriations, calling attention to two matters:

- (1) AIHEC's letter to all Congressional Members urging them to support the Bipartisan Budget Act of 2015, which [theoretically] would replace sequestration cuts and lay the groundwork for an Omnibus appropriations bill for the remainder of FY 2016 that will avoid another federal shutdown. The Bipartisan Act, approved by Congress on November 2, restores vitally needed funding equally to defense and nondefense spending programs, including programs that benefit American Indians, and lifts the debt ceiling through March 2017. Specifically, the Act provides an additional \$55 billion over the next two years to invest in nondefense discretionary programs.
- (2) A multi-organization effort to secure maximum funding for Title III programs for TCUs, HBCUs/PBIs, and HSIs in FY2016. Six national organizations, led by UNCF and AIHEC, came together after much negotiation to sign a joint letter to House and Senate negotiators, urging that the highest levels possible be allocated to these essential programs.

Although the budget agreement is a positive step forward in that it provides a clear spending guide for FY2016 and FY2017, Ms. Billy cautioned that a federal shutdown is still possible on December 11 if the House and Senate ultimately fail to reach an agreement on the final appropriations bill. AIHEC will continue to closely monitor the appropriations process and advocate for TCU programmatic increases, including vitally important forward funding for the five TCUs not so funded.

**Other Legislative Matters:** AIHEC reported on a recent Senate Indian Affairs Committee Hearing on various Indian Education Bills, including teacher education measures, and on discussions with Committee staff on a potential 1994 land-grant equity proposal, which would address inequities TCUs currently face in Smith-Lever, McIntyre-Stennis, and water resources research program participation. Ms. Billy and President Yarlott reported briefly on a meeting they had with Dr. Sonny Ramaswamy, Director of the National Institute of Food and Agriculture (USDA), during last week's FALCON meeting in Denver. During the meeting, Dr. Ramaswamy expressed support for TCU participation in the Smith-Lever programs in particular.

President Lindquist inquired about AIHEC's economic impact study, and Ms. Billy stated that she ensures that the TCU return on investment study is on the AIHEC website. Related to the study, Ms. Billy stated that the reported return on investment would be even higher if we had better data on TCU students who transfer to 4-year programs and on TCU graduate employment. She reminded the Committee that participation in the National Student Clearinghouse is the most comprehensive and cost effective way to gain this important data, and she outlined AIHEC's new effort to maximize TCU participation in the Clearinghouse. She inquired about the status of participation by Committee members. President Parish reported that Bay Mills Community College is hoping to finalize its participation this week. President Lindquist stated that Cankdeska Cikana Community College is starting with current data but is looking into expanding to include prior years in the future.

**BMCC Proposal:** President Parish presented a revised proposal to amend the Tribally Controlled Colleges & Universities Assistance Act (TCU Act) to allow TCU online student enrollment to exceed 50 percent non-American Indians/Alaska Natives under limited conditions. President Parish stated that the amendment would allow TCUs to grow online programs so long as they maintained an *onsite* student population that is at least 50 percent AI/ANs. He stated that financially, TCUs that lack dormitories and additional land for growth need to look to online programming. Under the revised proposal, online student enrollment would not impact participation in TCU Act funding so long as the college maintained an on-campus student enrollment that is at least 50 percent AI/AN.

After a brief discussion, members concluded that this and other efforts to amend the TCU Act are too significant to be decided by the Executive Committee. The full Board must be engaged in discussions of this magnitude. Therefore, AIHEC staff was directed to prepare a memo or email explaining the Executive Committee discussion and referring the matter(s) to the full Board. Ms. Billy stated that the Board-established ad hoc working groups (Land-grant and Higher Education Act Reauthorization) could be vehicles for engaging Board discussion. The Board established these groups specifically for this purpose.

**Diné College Amendments:** Similar to the BMCC proposal, Diné College is requesting support for its amendments to Title II of the TCU Act. However, documentation was not sent in time to be

included in this meeting, so this issue will be deferred until the January Executive Committee call or the full Board meeting.

### **Executive Branch Update**

#### **Tribal GED Programs -- Sovereign Authority of Tribes to Offer Testing Different from State.**

Ms. Billy presented a request to the U.S. Department of Education and others within the Obama Administration from President Thomas Shortbull regarding high school equivalency testing. Specifically, the Oglala Lakota Tribe is seeking federal permission (for funding purposes) to offer the HiSET high school equivalency test to residents of the Pine Ridge Indian Reservation, rather than the State of South Dakota mandated GED test. This request results from the leadership of President Shortbull, who is deeply troubled over the dramatic decline in GED test takers on the Pine Ridge reservation. The number of successful testers dropped from 54 in 2013 to seven in 2014 and five in 2015. Based on the past two years, President Shortbull states that Oglala Lakota College may have lost 20-40 potential students. This could translate to a loss of funding of \$135,000 to \$270,000, according to Mr. Shortbull. Ms. Billy contacted the U.S. Department of Education to ask that officials begin taking steps to grant the Oglala Lakota Tribe approval to offer HiSET testing without risk of losing federal funding.

The Committee agreed that it is the sovereign right of the Tribe to do what is best to serve its people, including offering the high school equivalency test of its choice.

**MOTION:** President Martin moved [seconded by President Yarlott] that the AIHEC Board of Directors is in strong support of efforts by the Oglala Lakota Tribe and Oglala Lakota College to offer the high school equivalency test of their choice to members of their Tribe and residents of the Pine Ridge Reservation.

**OUTCOME:** The motion was agreed to by voice vote without opposition.

### **U.S. Department of Education Activities**

**Community College Convening:** Ms. Billy discussed the recent “MSI Community College Conference,” convened by ED’s Office of Adult, Career, and Technical Education, which is a multi-year effort to engage community colleges in various communities of practice focused on student success. Representatives from Iisaaġvik College, Sitting Bull College, Blackfeet Community College, and Nueta Hidatsa Sahnish College attended the two-day conference, along with AIHEC staff. Topics of discussion included promising practices in interdisciplinary programming, developmental education reform, and other strategies for student success, as well as inequities in the Department’s current evidence-based practices strategies.

**TRIO-Talent Search Draft RFP:** Ms. Billy discussed concerns raised by AIHEC and the Council for Opportunity in Education (COE) to the Department’s draft announcement for the FY 2016 Talent Search grant competition. Both organizations recently submitted comments objecting to the Department’s proposed competitive preference priorities, which mandate that applicants conduct a literature review to cite studies that meet the “moderate evidence of effectiveness” standard. The Department’s “What Works Clearinghouse” currently has no such studies, so the priority will have a negative impact on many Minority Serving Institutions that currently host Talent Search projects.

### **National Teacher Preparation Program Accreditation Standards -- Impact on MSIs:**

Over the past several years, the Department of Education has blamed much of the poor K-12 student performance in the U.S. on the colleges and universities that educate and train our

nation's teaching workforce. Fearing inevitable consequences from the Department, the Council for the Accreditation of Educator Preparation (CAEP), which is the *sole* national accreditation body for teacher preparation programs, is taking [somewhat] preemptive action: CAEP is proposing significant changes to its accreditation standards. Unfortunately, these changes could make it very difficult for small colleges and those serving AI/ANs, African Americans and Hispanic students to remain accredited. Specifically, CAEP is proposing that:

- All teaching applicants meet or exceed a 3.0 GPA
- Aggregate scores for all applicants within a program be based on nationally normed performance on a national test such as ACT or SAT, which would require programs to limit admission to the top 50 percent of the 2016-17 class using a nationally normed test of ability or achievement levels.

Legislation has been introduced in the both the House and Senate in opposition to these changes, but CAEP, the Obama Administration, and individual states are moving forward with implementation. President Martin inquired as to why this is important to Tribal Colleges and TCU students. Ms. Billy stated that several TCUs have teaching programs that will be impacted by this effort. President Vermillion stated that SBC already faces challenges in getting students to go into teaching; an admission requirement tied to high ACT/SAT scores will make it impossible to recruit students. She stated that the rigor should be within the context of where we are teaching – the practicum. Higher admission standards are just the tip of the iceberg regarding teacher quality, Ms. Billy stated.

**MOTION:** President Parish moved [seconded by President Martin] that the Council for the Accreditation of Educator Preparation (CAEP), the Congress, and the Administration take steps to ensure that American Indian and Alaska Natives, along with other minority students and teaching programs serving these students, are not adversely impacted by CAEP standards; and further, that CAEP consult with AIHEC and other national organizations and our membership to ensure that CAEP standards have no disparate impact.

**OUTCOME:** The motion was agreed to by voice vote without opposition.

#### IV. TCU/AIHEC CENTRAL UPDATES & ISSUES

**First World Indigenous Peoples Games:** President Yarlott provided a comprehensive report of the First World Indigenous Peoples Games, which were held in Brazil in October (with temperatures ranging from 90 to 104 degrees). The U.S. delegation included 20 participants: 18 athletes, including 11 TCU students, and two presidents. Colleges represented included Little Big Horn College, Chief Dull Knife College, and Navajo Technical College. In addition, AIHEC staff Katerina Montoya accompanied the delegation as a chaperone and video documentarian. In a surprise move, she also stepped in as an athlete. Participants took part in many cultural activities, in addition to athletic competitions. The U.S. delegation also met the President of Brazil and the U.S. Ambassador to Brazil. One major issue arose: a difference in the number of athletic events based on sex. There were several more competitions for male athletes compared to female athletes. Future game organizers will take steps to ensure equality among the competitions. The games will be held every two years, with Canada slated to host the next competition. AIHEC will stay involved in the games through the International Organizing Committee (Presidents Yarlott and Littlebear) and through regional groups. AIHEC staff were directed to write notes of thanks and commendation to the TCU presidents and participants, stating that to have the Tribal College



Movement represented in this way is deeply appreciated.

**AIHEC Fall 2015 BoD Meeting Follow-up:** Ms. Billy stated that based on feedback during the Fall Board meeting, staff will be redrafting the strategic plan to incorporate the old and new plans into one forward-looking document.

**AIHEC Winter 2016 Capitol Hill Meeting:** Ms. Billy reviewed the draft schedule of events for the Winter 2016 meeting and following a discussion of the many activities proposed, she provided an overview of the draft priorities. The Committee approved the priorities, with the caveat that the third bullet, on student success, should be the overall theme of the priorities. TCUs are student centered institutions, and honoring treaties and working to achieve equity help ensure that TCUs can keep their focus on student success.

## V. NEW AND MISCELLANEOUS

### **Outside Entity's Legislative Proposal to Change Haskell Indian Nations University's**

**Charter:** Ms. Billy reported on an unusual occurrence – an effort by Mr. Allen Parker and others to amend the authorizing legislation for Haskell Indian Nations University to establish Haskell as an independent entity similar to IAIA and direct it to provide, or make available, graduate education for American Indians and Indigenous people from around the world. Although he was not on the agenda and had not spoken with the conveners, Mr. Parker presented his idea and requested support for it at a recent NCAI session on American Indian higher education, which President McDonald (UTTC) and Ms. Billy attended. When asked about Haskell's position on the draft legislation, Mr. Parker stated that he had not yet discussed it with President Chenault or the Haskell Board of Trustees. Rather, he had developed the proposal as a result of discussions with Indigenous educators from other countries. Subsequent to the NCAI meeting, Mr. Allen requested support for the proposal from Indian tribal governments in North Dakota and the North Dakota Congressional delegation. President McDonald and Ms. Billy both stated to Mr. Parker that they would not express support for, or encourage support for any legislation impacting a Tribal College that had not been thoroughly discussed with and supported by the relevant TCU leadership. Nonetheless, it appears that Mr. Parker has discussed his proposal with members of the Kansas Congressional delegation and other Members of Congress.

**MOTION:** President Martin moved [seconded by President Vermillion] that the AIHEC Board of Directors does not support draft legislation to establish the Haskell Indian Nations University, Inc., nor has the issue ever been presented to the Board for discussion; and further, that to ensure respect for sovereignty and autonomy, it is the stated policy of the American Indian Higher Education Consortium that any person interested in proposing legislation that impacts a Tribal College or group of Tribal Colleges must consult first with the impacted Tribal College(s) before pursuing the initiative.

**OUTCOME:** The motion was agreed to by voice vote without opposition.

**AIHEC-TCU Institutional Practice Improvement Initiative:** Ms. Billy presented a draft one-page outline of a proposal for support for a TCU institutional practice improvement initiative, particularly focused on TCU accreditation issues. A key component of the proposal would be the establishment of a TCU emergency fund similar to the emergency accreditation grants that the American Indian College Fund awarded a year or so ago. (The College Fund has discontinued the program and does not have plans to reestablish it.) Under AIHEC's proposal, grants of up to

\$25,000 would be available to TCUs that face new and serious institutional practice issues impacting their ability to meet key elements of the criteria central to maintaining accreditation. A stipulation for emergency funding would be that the issue being addressed not be a matter that the college should have addressed as a part of normal practice, such as annual strategic planning. Funds would only be used to support an intervention that would result in a transformative realignment of priorities involving a student success oriented change/improvement in institutional practice. The emergency fund will establish a learning and support resource for all of the TCUs. One of the key conditions for this funding would be that the awarded colleges will be required to “give back” to their sister TCUs, sharing the lessons learned about their institutional practice improvement work. They will be required to complete a report on their intervention process, which will be formatted as a case study and included in a TCU Institutional Practices knowledge base. They may be asked to give a workshop on the particular issue that challenged the college, or mentor another TCU addressing the issue. In every case, investing in the improvement of an individual TCU will lead to strengthening of the TCUs collectively.

The Committee supported the idea and noted the importance of comprehensively addressing accreditation and other institutional practice challenges facing TCUs. However, rather than supporting emergency grants, the Committee suggested that the proposal be reworked to focus on the institutionalization of continuous improvement and capacity building in institutional practices. The issue is not one of resources, rather, it is more complex, Members stated. Some TCUs would benefit from technical assistance, such as a “tiger team” approach, while others need assistance with ongoing training and general capacity building. Nearly all TCUs need technical assistance with federal compliance, governance issues, and succession planning, as well as assessment and outcomes monitoring. Ms. Billy stated that she would revise the proposal for presentation to USA Funds with a focus on the second part of the draft proposal: a strategy for transformative realignment of priorities involving a student success oriented change and improvement in institutional practice through sharing the lessons learned about their institutional practice improvement work and building a multi-level TCU Institutional Practices knowledge base, including, for example, onsite technical assistance, webinars, workshops, peer mentoring, and publications. Discussion was held about the value of convening a small working group on succession planning.

President Lindquist noted that she would be in Washington D.C. on December 1-3.

## VI. ADJOURNMENT

**MOTION:** President Parish moved [seconded by President Vermillion] that the November Executive Committee meeting be adjourned.

**OUTCOME:** The motion was agreed to by voice vote.

Accordingly, President Lindquist declared the November meeting of the AIHEC Executive Committee adjourned at 9:08 p.m. (EST).

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 Minutes of the AIHEC Executive Committee Meeting**  
**CONVENED BY CONFERENCE CALL – January 19, 2016**

**I. CALL TO ORDER AND ROLL CALL**

AIHEC Chair, Cynthia Lindquist, called the meeting of the AIHEC Executive Committee, to order at 11:10 a.m. (EDT) with the following result:

**Members Present**

Cynthia Lindquist, Chair  
Laurel Vermillion, Vice-Chair (joining after roll call)  
Robert Martin, Secretary  
Michael Parish, Treasurer  
David Yarlott, Jr., Member at-Large

A quorum was established.

Carrie Billy, Meg Goetz, and Alex Grandon, AIHEC

**II. REVIEW AND APPROVAL OF THE MEETING MINUTES**

Chair Lindquist presented the minutes of the November 17, 2015 Executive Committee meeting for review and approval pending objections and/or changes within 24 hours.

**MOTION:** President Martin moved [seconded by President Parish] that the minutes of the November 17, 2015 Executive Committee meeting be deemed accepted, pending receipt by AIHEC, within 48 hours of this meeting, of any objections or proposed changes. .

**OUTCOME:** The motion was agreed to by voice vote.

**III. LEGISLATIVE AND EXECUTIVE BRANCH UPDATE**

**Legislative Branch Update**

**FY 2016 Omnibus Appropriations Bill Wrap-up:** AIHEC reported that the Tribal Colleges and Universities HEA Title III program received an increase in the final FY 2016 Omnibus Appropriations bill. It was also reported that Interior funded programs for Navajo Technical University and United Tribes Technical College received forward funding. IAIA received partial forward funding and, along with SIPI and Haskell, AIHEC will continue to request full forward funding for these three institutions.

**FY 2017 Appropriations Requests:** AIHEC reported that the President's FY 2017 Budget will not be submitted to Congress until Tuesday, February 9, the first day of the AIHEC Capitol Hill visits. The delayed release of the FY 2017 President's Budget will allow AIHEC the opportunity to contact the TCUs' delegation offices after the AIHEC Capitol Hill visits to re-emphasize the collective priorities and refer to specific FY 2017 Budget numbers.

**Diné College Amendments:** It is the regular practice for OMB, Interior and Congress to include institutional operations funding for the 27 Title I funded TCUs and Diné College (Title II) as a single line-item. The distribution of funding for the Title I colleges is enrollment driven, and therefore determine/per Indian Student count. However, Diné College's funding is based on need, rather than student count. At the request of Diné College, U.S. Rep. Kirkpatrick (D AZ-1) introduced legislation (H.R. 2958) to reauthorize the *Navajo Nation Higher Education Act* (PL 110-315) and

formally, separate Diné College funding from Title I of the Tribally Controlled Colleges and Universities Assistance Act. Diné College also asked Senator Flake (R-AZ) to introduce a companion bill in the Senate. The Senator has requested a letter of support from the AIHEC Board of Directors before he proceeds further. President Lindquist asked about potential impacts to the other TCUs. It was reported that AIHEC and Diné College have each been advised by OMB, Interior, and Capitol Hill of the possible negative effects of separating the funding lines. However, the more problematic issues will likely fall to Diné College. The executive committee requested that Diné College present to the full AIHEC Board on the benefits of H.R. 2958 before AIHEC considers issuing any letter of support.

#### **Executive Branch Update**

Ms. Billy announced that the plenary session speakers originally scheduled for the opening day of the AIHEC Winter Meeting will not be available due to the delayed release of the President's FY 2017 Budget. Other speakers are being confirmed.

#### **IV. TCU/AIHEC CENTRAL UPDATES & ISSUES**

**New TCU Presidents Announced** – AIHEC announced two new presidents and one interim president in the TCU community, as follows: President Maunka Morgan, is the new president of Little Priest Tribal College; Paul Robertson, is the president Tohono O'odham Community College, as of today; Sandra Boham has been named the interim president at Salish Kootenai College, while a national search is conducted for a new president. AIHEC further announced that it has not yet heard of a new president at Diné College. President Lindquist asked if Diné College will be participating in this year's AIHEC Winter Meeting. AIHEC responded that Diné College had registered 10 participants.

**AIHEC Winter 2016 Capitol Hill Meeting** – Ms. Billy reported that the informational webinars for the 2016 Winter Meeting will be held on Wednesday and Thursday, (January 20 and 21) at 2:00 pm EST. Committee members asked about the scheduling of Congressional delegation meetings. Ms. Billy noted that once again, AIHEC will arrange all of the Capitol Hill meetings, noting her hope that there is not a repeat of the confusion with Hill offices when individual TCUs request separate meetings during the same week. Presidents Lindquist and Martin agreed to comment during the webinar presentations to help underline the importance of TCUs not scheduling individual meetings with their Congressional delegations while in DC for the AIHEC Winter Meeting.

- Tuesday, February 9, Senate Indian Affairs Committee Session: Once again, the executive committee members will present the collective AIHEC priorities to the bipartisan staff of the committee: President Lindquist will provide an overview of the priorities; President Yarlott will discuss the federal trust responsibility and holding TCUs harmless from funding cuts, such as sequestration; Presidents Parish and Martin will discuss the inequity in federal funding to the land-grant system and MSIs receiving institutional operations funding from the federal government; and President Vermillion will discuss the uniqueness of the TCU students and the reasons why there should be no mandate for TCUs to participate in the federal student loan program.
- Wednesday, February 10, Informational Briefing on TCUs for House staff: President Lindquist, President Wahnee, ASC President Chris Sindone, and OLC Student Tada Vargas will be asked to participate on a panel designed to help House staff better understand the TCUs and their critically important contribution to Indian Country and the nation as a whole.

**AIHEC Spring 2016 Meeting:** AIHEC announced that a basic Schedule of Events was included in the meeting materials for the Spring 2016 AIHEC Board of Directors Meeting. It was noted that the

Research Committee, at the request of its chair, will meet all day on Friday, March 11 for an extended discussion of Institutional Review Boards (IRBs). It was further noted that the executive committee is scheduled to meet on the evening of March 11 (Friday).

**V. NEW AND MISCELLANEOUS**

**AIHEC-TCU Institutional Practice Improvement Initiative Update** – Ms. Billy reported that AIHEC is scheduled to meet with USAFunds to discuss possible funding of an Academy Accreditation proposal.

**TCU Competency-Based Education Initiative** – Ms. Billy reported that AIHEC is working on developing a proposal with CAEL (Council for Adult and Experiential Learning) to submit to the Lumina Foundation and possibly other funders. AIHEC proposed that CAEL representatives present to the AIHEC Board of Directors at its spring meeting on the benefits of attracting adult students that complete a degree program at TCUs. Ms. Billy noted that many of the TCUs already perform this service in their language and culture curriculum, and that competency-based education could be expanded into other disciplines such as science and math. Ms. Billy reported that the available data suggests that the TCUs already have community-based programs, and that TCUs would be well-served, in both additional funding and credit, to move the students in those community-based programs into full academic degree programs. The executive committee agreed that AIHEC should proceed with developing a draft proposal with CAEL for submission to Lumina, as well as arranging to have CAEL present at the AIHEC Spring Board of Directors meeting in Minneapolis, MN.

**BIE Project:** President Lindquist asked if her institution (CCCC) could work with a tribal middle school for their BIE funded Project. Ms. Billy confirmed that tribal schools are BIE funded and therefore would be acceptable under the grant project.

**AIHEC-Interior Leadership Group:** President Yarlott asked about the fate of the AIHEC-Interior Leadership Group. Ms. Billy reported that the group no longer functioned as designed after its management was transferred from its primary proponent at the Department of the Interior, Sharon Eller.

**Department of Labor:** President Lindquist reported that she had been approached to apply to succeed President Yarlott on the Department of Labor Native American Employment and Training Council, as his final term expires in April. Participants on the call express belief that the TCUs should continue to be represented and thanked President Yarlott for his dedicated service on said Council, on behalf of all TCUs

**VI. ADJOURNMENT**

**MOTION:** President Martin moved [seconded by President Yarlott] that the January executive committee meeting be adjourned.

**OUTCOME:** The motion was agreed to by voice vote.

Accordingly, President Lindquist declared the January meeting of the AIHEC Executive Committee adjourned at 12:03 p.m. (EST)

Minutes prepared by AIHEC staff.

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

Robert Martin, Secretary

Date

American Indian Higher Education Consortium

## **DRAFT Minutes of the AIHEC Executive Committee Meeting**

**CONVENED BY CONFERENCE CALL – February 16, 2016**

### **I. CALL TO ORDER AND ROLL CALL**

AIHEC Chair, Cynthia Lindquist, called the February meeting of the AIHEC Executive Committee, to order at 11:05 a.m. (EDT) with the following result:

#### **Members Present**

Cynthia Lindquist, Chair  
Laurel Vermillion, Vice-Chair (joining after roll call)  
Robert Martin, Secretary  
Michael Parish, Treasurer  
David Yarlott, Jr., Member at-Large (joining after roll call)

A quorum was established.

Carrie Billy, Meg Goetz, and Alex Grandon, AIHEC

### **II. REVIEW AND APPROVAL OF THE MEETING MINUTES**

Chair Lindquist presented the minutes of the January 19, 2016 Executive Committee meeting for review and approval. President Martin noted one technical correction.

**MOTION:** President Parish moved [seconded by President Martin] that the minutes of the January 19, 2016 Executive Committee meeting be accepted pending the correction.

**OUTCOME:** The motion was agreed to by voice vote.

### **III. LEGISLATIVE AND EXECUTIVE BRANCH UPDATE**

#### **Legislative Branch Update**

**FY 2017 President's Budget Requests and Appropriations Update:** AIHEC reported several increases for TCUs included in the president's budget and that no TCU line item had been decreased or eliminated. Despite the President's budget being deemed 'Dead on Arrival' by members of Congress, AIHEC will work throughout the FY 2017 budget appropriations cycle to retain increases. President Parish asked if HEA Title III funding included both mandatory and appropriated funds because the amount stated in AIHEC's revised FY2017 appropriations request sheet seemed to be a significant increase. AIHEC confirmed that the discretionary and mandatory funds were noted as one lump sum, and that it is better to note HEA Title III discretionary and mandatory amounts in advocacy efforts. President Martin asked AIHEC about the rumbles from Democratic members of Congress regarding a GOP call for more defense spending within the discretionary budget. AIHEC replied that Congress is in the second year of the budget agreement that was written with equal increases to defense and non-defense discretionary funding. AIHEC reported the message that came from the Winter Meeting is that appropriators are interested in completing forward funding for the three TCUs that are not yet funded in that manner.

**Authorizing Legislation Update:** Ms. Goetz reported that, although it is widely expected that very little beyond the FY 2017 funding bills will be accomplished in legislation in 2016, AIHEC will continue to work as if legislation may move forward this year. It was reported that staff of the agriculture committee were hesitant to discuss amendments to the Farm Bill due to concerns that

other parts of the bill might be reopened and amended with negative consequences to the programs.

### **Executive Branch Update**

Ms. Billy reported that some political appointees might seek to change their position's status from a political appointee to a career position prior to the end of the Obama Administration. NIEA and AIHEC may write a joint letter expressing their concerns over any effort to convert White House Initiative on AI/AN Education positions from political to career positions. All agreed that it is important that the White House Initiative positions remain political, regardless of who may be in the White House. AIHEC announced that the Department of the Interior Bureau of Indian Education (BIE) and The Department of Education (ED) held their annual meeting to discuss partnerships and past commitments, and that the BIE reorganization plan has been approved and is now being implemented. Under the reorganization plan, a Director of Postsecondary Education will be appointed. Ms. Billy suggested that AIHEC draft a letter to request an active role in the selection of the new director. Additionally, the reorganization plan calls for a new Office of Research, and this should provide an opportunity for TCUs to partner with the BIE on vital Indian education research.

## **IV. TCU/AIHEC CENTRAL UPDATES & ISSUES**

**Winter Meeting and Capitol Hill Wrap Up:** Ms. Billy stated that staff are following up with individual and committee offices following the Winter TCU visits. Overall, reviews of the meetings were very positive.

**AIHEC Spring Meeting –** Ms. Billy asked the Executive Committee to comment on the scheduling of the AIHEC affiliate reports and the presentations by Pamela Tate of the Council for Adult and Experiential Learning (CAEL) and Barbara Gellman-Danley of the Higher Learning Commission (HLC). Further, Ms. Crazy Bull asked that the AICF be allocated at least one hour on the Board agenda. AIHEC suggested that the affiliated reports be moved to the Saturday, for example during the plenary session, which would allow additional time on Sunday for the special presentations, as well as providing more time for the AICF presentation. Concern was noted regarding the potential need for board action following affiliate reports. It was suggested that the Board Meeting could be convened for the affiliate reports on Saturday, March 12 and then recessed to a time certain on Sunday morning for the remainder of the Board Meeting.

**AIHEC-AIMS Update:** AIHEC reported that one TCU was no longer in good standing with AIHEC due to a two-year delay in their complete AIHEC-AIMS reporting: Nueta Hidatsa Sahnish College (NHSC). President Lindquist noted that she would follow-up with President Baker-Demaray to explain the importance of the AIHEC-AIMS reporting and the status of good standing. Ms. Billy reported that she would send a message to President Baker-Demaray with official notice that the college is currently a member not in good standing.

**AIHEC Dues Payments and Outstanding Reports:** AIHEC reported that some TCUs have not yet paid their AIHEC member dues. Diné College and Salish Kootenai College have interim presidents which could be delaying their payments. In addition, NHSC and Red Lake Nation College (RLNC) have not paid their AIHEC member dues. Ms. Billy also noted that recently, six TCUs had grant related financial or narrative reports outstanding. Per the AIHEC bylaws, outstanding reports and delinquent member dues will result in an AIHEC member institution being listed as a member not in good standing. To underscore the importance of AIHEC grant compliance, including timely submission of required quarterly reports, AIHEC will record a webinar that each TCU must review before signing a grant contract with AIHEC.



**V. NEW AND MISCELLANEOUS**

**Higher Learning Commission Workshop:** President Martin reported that Sitting Bull College (SBC) and the Institute of American Indian Arts (IAIA) would host the following expanded number of round table discussion topics in the Tribal College Learning Center at the annual HLC conference: Strategic Planning, Program Assessment, Program Review and Indigenous Assessment. In addition, a media workshop will be conducted during the AIHEC's Spring 2016 meeting. Relative to Barbara Gellman-Danley's presentation to the TCU presidents, President Martin suggested the following topics: discussion of the process and current draft of HLC's strategic plan and invitation to the presidents to provide additional input; and given the AIHEC student success initiative, discussion of the importance of defining retention, persistence and completion in the college's own measurable terms, especially since IPEDS data is seriously flawed. President Lindquist added that it would be helpful to know more about the number and qualifications of Tribal College and University HLC peer reviewers.

**Executive Session:** Ms. Billy noted that a matter had been brought to her attention and that confidentiality was requested.

**MOTION:** President Parish moved [seconded by President Vermillion] that the committee meet in executive session.

**OUTCOME:** The motion was agreed to by voice vote.

Accordingly, the committee convened in executive session at 11:55am. The committee resumed regular session at 12:09pm.

**VI. ADJOURNMENT**

**MOTION:** President Parish moved [seconded by President Martin] that the February executive committee meeting be adjourned.

**OUTCOME:** The motion was agreed to by voice vote.

Accordingly, President Lindquist declared the February meeting of the AIHEC Executive Committee adjourned at 12:11 p.m. (EST)

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

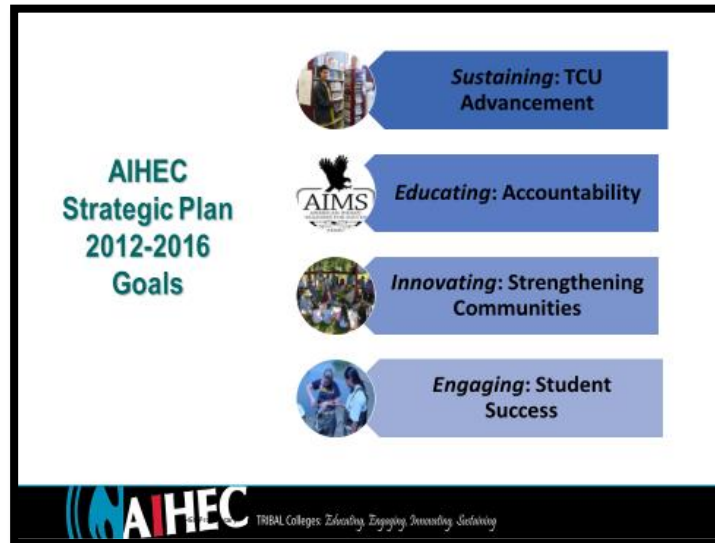
Date

## Board of Directors Quarterly Update: March 13, 2016

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### Introduction:

In 2005-2006, the AIHEC board of directors developed four key strategic goals. In 2011, the board refined the wording, but decided to keep the over-arching set of goals, which guide the AIHEC central office's daily work until our new strategic plan is adopted this year.



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

### **SUSTAINING: TCU ADVANCEMENT (FUNDING)**

#### **Legislative/Appropriations Update:**

#### **Appropriations:**

**FY2017/FY2018 Budgets and Appropriations:** In November-December, AIHEC worked with departmental officials and staff on the FY2017 and FY2018 federal budget requests, advocating for full and forward TCU funding and increases in the TCU Land-Grant programs. Carrie Billy spoke at the Tribal-Interior Budget Council (TIBC) national meeting and received many expressions of support and praise for the TCUs within the Interior budget. At the end of 2015, President Allison and leadership staff from IAIA and NTU participated in the FY2018 Interior Budget Formulation meeting for the Navajo Nation region. We are pleased to report that the Navajo Nation has listed Education – including TCU funding – as one of its five priorities. AIHEC has noted that as similar meetings are held around the country, it is very important for presidents to attend the Interior Budget Formulation meetings to advocate for TCUs as a funding priority. AIHEC also encouraged all TCU presidents to work with her or his respective Tribal leaders asking that they include TRIBAL Higher Education – Tribal Colleges – as a funding priority, both before and after the regional Department of the Interior Budget Formulation meetings. This contact should be ongoing, but particularly in advance of any TIBC sessions. This is because the current administration has used the “Tribal Budget Formulation”

meetings/process as a way to determine Interior funding priorities. Because there is insufficient funding to cover all needs, the administration is focusing on “priorities of the tribal leaders expressed during the Interior consultation process.” The bottom line is that if we want the Department of the Interior and OMB to request TCU funding increases, we need to influence the Tribal Leader Consultation (Budget Formulation) process.

**The President’s FY2017**

**Budget.** Despite the announcement by the bicameral majority leadership in Congress that the President’s FY2017 Budget was “dead on arrival” the Budget included some very positive news for TCUs. The Department of the Interior and Other Independent Agencies (IAIA) requests, includes \$2 million to continue transitioning IAIA to forward funding and also a \$2 million increase for SIPI and HINU. Within the Department of Education, the Budget includes funding the TCU Title III program at \$58 million, an increase of \$2.4 million over FY2016. Within the Department of Agriculture, the Budget would increase the 1994 Land-Grant Programs (except for the endowment payment, which was level funded a collective 62.9 percent). The 1994 Research and Essential Community Facilities grant programs were doubled, and the Extension program received a 50 percent increase. This indicates a very good first step to achieving some level of parity within the land-grant system. In addition, the President proposes doubling the TCU Rural Development facilities fund to \$8 million.

Within the Department of Education, the Budget includes funding the TCU Title III program at \$58 million, an increase of \$2.4 million over FY2016. Within the Department of Agriculture, the Budget would increase the 1994 Land-Grant Programs (except for the endowment payment, which was level funded a collective 62.9 percent). The 1994 Research and Essential Community Facilities grant programs were doubled, and the Extension program received a 50 percent increase. This indicates a very good first step to achieving some level of parity within the land-grant system. In addition, the President proposes doubling the TCU Rural Development facilities fund to \$8 million.

**FY2017 Appropriations Cycle:** Now that the President’s FY2017 Budget has been submitted to Congress, the focus shifts to Capitol Hill. AIHEC continues to work on submitting our FY2017 appropriations requests to key Members. As the FY2017 budget/appropriations cycle advances, AIHEC is preparing formal statements for each relevant subcommittee, according to the individual submission schedules. These statements will be posted on the AIHEC website once they are submitted to the appropriate subcommittees. We also continue to visit with the appropriate Congressional staff in preparation for the reauthorization of the Higher Education Act/Tribal College Act; although final action will likely be delayed until next Congress.

**Legislative:**



This year again, AIHEC worked with Senator Heitkamp’s office to establish the week that the TCU presidents, students, and board members came to Washington, DC (February 7-13, 2016) for the annual AIHEC Winter meeting and Capitol Hill Visits, as National Tribal Colleges and Universities Week. This action by the United States Senate had bipartisan support of 20 Senators and was adopted unanimously.

**ESEA Reauthorization:** Last December, Congress finally passed a reauthorization of the *Elementary and Secondary Education Act* – formerly *No Child Left Behind Act*, now *Every Student Succeeds Act (ESSA)* – which was an accomplishment 14 years in the making. The final bill reflects AIHEC’s success in retaining the TCU-sought amendments in the final bill. Unfortunately, AIHEC’s efforts to try to attach an amendment to the legislation, to make TCUs eligible to participate in USDA Smith-Lever 3(d) competitive grants programs for Children, Youth, and Families at Risk (CYFAR) and the Federally Recognized Tribes Extension Program (FRTEP) was ultimately excluded from the final measure.

**Possible Construction Funding:** AIHEC worked with the staff of the Senate Indian Affairs Committee co-

**Goal - Sustaining: TCU Advancement**

**TCU Operating Funding:**

- AY 2015-16: \$6,718 for Title I TCUs (\$110M total)
- FY2016: \$5M FF for NTU/UTTC; \$2M for IAIA; \$2M Title III increase (\$58M total)

• FY2017: Obama Budget Increases for Interior, Education, Agriculture (Largest Ever Obama Land-grant Increases). Forward Funding is Appropriations Priority.

• FY2017 Budget & Appropriations: Operating Increases “on hold” while FF = Priority (appx. \$20M needed).

• Operating Funding for All TCUs Exceed State Levels; Most Enrollments Down.

• FY2016-17 Budget Agreement set caps (slight increase for 2017 – sequester back for 2018).

**AIHEC** TRIBAL Colleges: Educating. Engaging. Innovating. Sustaining

chair, Senator Tester, to advance the position of TCUs in the Senator's bill entitled *Tribal Early Childhood, Education, and Related Services Integration Act of 2015* and also in his SAFETY Act (school construction), to include a 5-year, \$5 million demonstration program to help address TCU construction needs.

**TCU Head Start Partnership:** In late 2015/early 2016, AIHEC met with officials from the U.S. Department of Health and Human Services, including Linda Smith, Deputy Assistant Secretary for Early Childhood Development, to continue efforts to retain the TCU-Head Start partnership program in the reauthorization of the Head Start Act and to restore funding for this partnership program in the coming fiscal years.

**Equity in Land-Grant System Participation:** AIHEC is continuing to work on securing unrealized land-grant amendments. Noted earlier, AIHEC tried to have the TCU CYFAR and FRTEP amendment attached to ESEA reauthorization. We are now engaged in efforts to advance a more comprehensive land-grant reform bill, as part of our work to achieve a level of parity for the 1994 (TCU) Land-Grant institutions, in the federal land-grant system. We are currently working with Senator Tester's staff, together with the Consortia of Administrators for Native American Rehabilitation (CANAR) on a legislative proposal that could include: CYFAR and FRTEP participation; McIntyre-Stennis inclusion; TCU participation in key water research programs; a possible mechanism for channeling unspent land-grant formula funding to 1994 programs; and a partnership with CANAR to expand the set-aside for American Indian Vocational Rehabilitation Services and engage TCUs in research, training, demonstration projects, and data collection on the nation's AI/AN disabled Veterans.

### **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 is in its final year. Three TCUs (NWIC, SBC, and TOCC) are testing the IEF, and their experiences will help us update the IEF manual, training materials, and format. NWIC is using the IEF to create an evaluation plan for one of its NSF-TCUP projects and to review its Bachelor of Native Environmental Science program. Sitting Bull College is considering a new project involving its Native language programs. In a synergist collaboration with another AIHEC-funded project (WIDER-PBL), Tohono O'odham Community College developed a metaphor based on the O'odham Man in the Maze for their exciting project, which includes using the IEF in program development for calculus/math, life science, and environmental science courses. Faculty involved in shifting to an "Indigenous PBL" course model – a new methodology for culturally relevant curricula based on cultural metaphors and epistemologies – say that the experience has transformed the way they teach and that student outcomes are significant. They are now in the process of refining their models for TOCC's associate's degree in life sciences. The IEF advisory board met at TOCC in late February to develop a strategy for moving this initiative forward, and in April, project staff – including one of our student research assistants – will present on the model at the Center for Culturally Relevant Evaluation and Assessment Conference. One of the greatest challenges of this project is developing an effective way to share and teach the IEF in a sustainable and flexible way, given the high staff turnover at TCUs and the time commitment needed to work with the IEF curriculum. The IEF staff is moving forward on revising the training book based on the research. However, given the faculty turnover in two of the research sites, AIHEC is exploring the development of a series of online learning modules that will enable the training to be held through a series of on-site meetings facilitated by trainers working from a distance. This will make the training more accessible as organizing two day workshops is difficult given the schedules at TCUs. Discussions are underway with NFS to apply for a supplemental grant to develop the online training modules.

**AIHEC AIMS:** The 2015 AIHEC AIMS data collection cycle ended January 22, 2016. To date, this has been the most successful data collection cycle, with 35 of the TCUs submitting their finalized data by the deadline

with no lingering issues. Unfortunately, one Regular Member has not submitted its report: Nueta Hidatsa Sahnish College. AIHEC staff are working with NHSC with the goal of receiving the necessary report for 2015 and finalizing the college's 2014 report.

Over the course of the 2015 AIHEC AIMS data collection cycle, five webinar trainings, two multi-college technical assistance workshops, and one individual TCU technical assistance visit were conducted. The in-person sessions received positive feedback, and data collection personnel requested more in-person trainings.

AIHEC has been collecting AIHEC AIMS data for over ten years. When we began collecting AIHEC AIMS data, no instrument existed that collected the TCU/community college-relevant data we collected. AIHEC AIMS was unique and groundbreaking. However, over the past several years, other organizations with greater economies of scale have created data systems that collect much of the same or similar information. The uniquely tribal factors are only collected via AIHEC AIMS, of course, but most TCUs still struggle to report this data (most TCUs report little or no tribal/cultural data). For these reasons, we recently conducted a comprehensive evaluation of AIHEC AIMS to compare its efficacy with other data collection systems, such as the Voluntary Framework of Accountability (AACC), the Voluntary System of Accountability (APLU), and IPEDS (USED). While the AIHEC AIMS indicators collect a wealth of information, some areas could be replaced with/complemented by other data sources, collected less frequently (e.g. every two years), or eliminated altogether, thus reducing the data collection burden on the TCUs. Still, AIHEC AIMS has developed into a comprehensive dataset that captures substantial information on the student population and institutional characteristics of TCUs, which has been useful to AIHEC, AICF, and other partners in informing about and advocating for TCUs to both internal and external audiences. The next step in the process of evaluating AIHEC AIMS will be to refine the indicators with the assistance of the TCUs and American Indian College Fund.

***Tribal College Journal Update:*** *TCJ's* winter issue (27.2) on American Indian law was mailed out in November. The issue included contributions from TCU faculty members Stephen Wall (IAIA), Christopher Harrington (SIPI), Wynema Morris (NICC), and W.L. Shelley (SBC) on pre-law, paralegal, and lay advocacy curricula at their respective institutions. The issue also featured an essay by Matthew L.M. Fletcher, one of the foremost legal scholars in Indian Country. It was the first time in the journal's 26-year history that an issue was devoted to Indian law. Coinciding with 27.2, *TCJ* launched a new online-only department entitled "TCU News Roundup." It is a curated news content department that posts links to news stories from other publications that feature Tribal Colleges, making *TCJ* the number one and most complete source for *all* news on or about TCUs.

The spring issue of *TCJ* (27.3), "The Trials of Teacher Education," was published this month. The issue features several articles from TCU faculty, including an original research study by the director of teacher education at UTTC, Lisa J. Benz Azure and the centerpiece feature by Carmelita Lamb, head of the teacher education program at Turtle Mountain Community College. There are also articles by Rebecca Bishop-Goss (Profile), Jolene Bowman (Talking Circle), and NIEA board member Robert Cook (Voices). Just as exciting is the issue's web-exclusive content. There are four online-only feature articles, including, "This Is the Indigenous: Scenes and Insights from the World Indigenous Games." Penned by AIHEC's Katrina Montoya. This piece features an array of fascinating photographs and interesting anecdotes from the event, which was held in Palmas, Brazil this past October. The third installment of *TCJ's* four-part series on Canada's First Nation's colleges further accentuates the journal's online-only content for 27.3. This issue's piece looks at First Nations institutions of higher education in the provinces of Saskatchewan and Manitoba.

*TCJ* is pleased to announce the launch of a new student blog at TCJStudent.org. In January, the TCJ held a nation-wide contest for a student blogger. After reviewing all applications, we selected Celina Gray of Salish Kootenai College, whose blog focuses on being a full-time TCU student and a working mother. The content was made possible by a small grant from the Ballantine Family Fund.

In time for the February deadline, students from a wide array of TCUs submitted entries for *TCJ*'s annual student edition. Author Joan Nuviyak Kane (Inupiaq) will serve as the guest editor of the 2016 student edition. Kane selected the top entries and will pen the guest editor's essay to introduce the issue.

Currently, *TCJ* is working on its summer issue entitled "Good Medicine." The issue addresses healthcare issues and programming at TCUs, featuring articles from AIHEC chair Cynthia Lindquist, Dina Horwedel of the College Fund, Jessica White Plume from Nueta Hidatsa Sahnish College, and Mark Bauer of Diné College. The issue is scheduled to arrive in mailboxes on May 2.

Editorial themes for the forthcoming editorial cycle include: Volunteerism (fall), Takin' It to the Hill (winter), Indigenous Peoples History (spring), and Job Creation (summer). The themes have been posted on the *TCJ* website, along with an updated version of the Journal's writer's guidelines.

In addition to the print magazine and our increased web-exclusive content, the journal continues to send out four e-newsletters every month – a bi-monthly digest of *TCJ* articles and news, and a bi-monthly careers e-newsletter which highlights current job openings. Both e-newsletters have received many more sign ups in the last four months due to improved search engine optimization and targeted online promotions. *TCJ* is working on a redesign of its website, which will feature larger photos and a more mobile-responsive design. We hope to complete it and launch late fall.

**NSF/OURS STEM Academic Leadership Certificate Program:** Last November, the fall residency for the third cohort of fellows in the NSF/Opportunities for Underrepresented Scholars (OURS) program was held at Hampton University in conjunction with the 15<sup>th</sup> Annual Hampton University Executive Leadership Summit. This third cohort comprises STEM women faculty from HBCUs and TCUs. Five TCU faculty are participating in this cohort from Bay Mills Community College, Leech Lake Tribal College, Salish Kootenai College, and Tohono O'odham Community College.

The upcoming spring residency will be held April 20-24, hosted by Salish Kootenai College. This residency will be the culmination of a full year of academic leadership training, which has included didactic and practicum courses, face-to-face residencies and the creation & execution of an Action Learning Project on their respective campuses. AIHEC is working with Dr. Orlando Taylor, who established the OURS program, to develop a TCU-focused leaders program led by AIHEC and conducted in coordination with the Fielding Graduate University, where Dr. Taylor serves as Vice President for Strategic Initiatives & Research.

**TCU Governing Boards Initiative:** At the request of the AIHEC Board of Directors (and TCU governing board members), AIHEC launched a new governing board training and development effort last year. To achieve our goal for a comprehensive initiative that would engage boards in TCU student success efforts and help improve the use of data in decision-making, AIHEC partnered with the Association of Community College Trustees (ACCT). Following the fall 2015 AIHEC Board meeting, we hosted our first in a series of governing board trainings, which are made possible by support from the Lumina Foundation. Governing board members and presidents from more than 24 TCUs attended the highly successful TCU-GISS

(Governance Institute for Student Success) training. Each participating group made plans for the coming year and set goals on which they will report during our fall 2016 convening, which will be in New Orleans following the AIHEC Board meeting. TCU-GISS is part of a multi-prong governing board professional development strategy, which will include onsite training; handbooks for Tribal Councils on governance and board member selection; board self-assessment; and other professional development strategies. AIHEC recently submitted a proposal to USA Funds for longer-term support of our comprehensive governance and leadership development/institutional sustainability efforts.

**Annual CAO Meeting:** The planning committee for the CAO/Financial Directors/Registrars meeting is busy working to finalize the agenda for this summer's meeting. The annual meeting will continue to take place at Salish Kootenai College during the week of August 1-5, 2016.

### **INNOVATING: STRENGTHENING COMMUNITIES**

**Behavioral Health Initiative:** We are thrilled to report the Dr. Deborah His Horse is Thunder has rejoined the AIHEC team as Director of AIHEC NARCH Research Program. The second cohort of six TCUs were selected to join the AIHEC NARCH Network (ANC, FPCC, HINU, IC, KBOCC, TOCC) with a start date of January 2016. The Project Directors of the new cohort attended an orientation meeting in Seattle on March 4, 2016 which included professional development on research design provided by Dr. Joan LaFrance. Each of these TCUs will have two years to initiate behavioral health research projects using a CBPR process. AIHEC continues to work with the initial cohort of five TCUs (CCCC, Diné, NWIC, OLC, SCC) who have requested six-month "no cost" extensions to allow them to continue analyzing data generated from their research initiatives. Preliminary findings report extremely high behavioral health needs in the communities served by these TCUs.

With support from the Indian Health Service, AIHEC sent 82 Native students and faculty to the annual SACNAS conference in late October. AIHEC also received an additional \$100,000 from IHS to continue to strengthen our partnership with the Native Research Network. The 26th NRN Native Health Research Conference entitled, "Finding the Balance: Sacred Places and Healthy Environments" is scheduled for **June 5-8, 2016** in Cherokee, NC. Registration for this conference is now open [here](#). This conference is designed to enhance our collective ability to advance biomedical, behavioral, and health services research for the benefit of Indigenous communities, as well as showcase recent health research projects and efforts in Native communities. This will be a great opportunity for TCU students and faculty to showcase research!

AIHEC has awarded three professional development awards at the individual level (FPCC), department level (BFCC), and institution level (SCC). This **behavioral health research and professional development fund** is available to support TCU faculty in participating in national and regional behavioral health training workshops and conferences. The fund has a \$5,000 per application limit and can also be used to bring behavioral health content experts to your campus to provide professional development and training for students, faculty, and administration.

We are currently recruiting two to three people from the TCUs to participate in the NIH Residency Training Component of the Biomedical/Bio-behavioral Research Administration Development (BRAD) Program. This three-week session will be held May 9-27, 2016 in Bethesda, MD.

AIHEC submitted a proposal to the Innovative Programs to Enhance Research Training (IPERT) program

focused on encouraging TCU students to pursue careers in health and biomedical research. This project is a partnership with the University of Nebraska Medical Center. AIHEC has also begun discussions regarding a second NARCH application which is anticipated to be announced soon with a due date of May 2016.

**3rd Annual Behavioral Health Institute:** AIHEC will host its Third Annual Behavioral Health Institute at Stone Child College in Box Elder, MT on May 23-27, 2016. In addition to the eleven TCUs participating in the NARCH Project, staff, faculty, and students interested in behavioral health, are invited to attend the week-long institute, which focuses on building the research capacity of TCUs in the area of behavioral health and the impact of historical trauma. Registration will be announced in the AIHEC Weekly Update in the next two weeks.

### **Sustainability Initiative:**

- **EcoAmbassadors:** The current cohort of Tribal ecoAmbassadors are approximately half way through their respective environmental research projects and are participating in multiple dissemination opportunities. A group of Tribal ecoAmbassador students are preparing to compete in the scientific poster presentation competition at the AIHEC Student Conference. The national EPA Tribal Science Council has invited the Tribal ecoAmbassador group to participate in their monthly meetings. Each month, one of the Tribal ecoAmbassador projects presents the "Tribal Science Minute," a brief presentation of their respective projects and research. Also beginning this past February, EPA and AIHEC began to feature Tribal ecoAmbassador faculty and student features across EPA and AIHEC social media networks. The features highlight individual faculty and student contributions to their ecoAmbassador projects. Additionally, the Tribal ecoAmbassador cohort will conduct a panel presentation at the International Symposium on Society and Resource Management (ISSRM) conference in June at Michigan Technical University in northern Michigan. Further still, the EPA Office of Resource Development (ORD) has invited the Tribal ecoAmbassadors to present through the EPA ORD webinar series. This weekly webinar is open to the public and discusses a range of environmental topics. The ecoAmbassadors will present a collective presentation in July. Current Tribal ecoAmbassador projects include:
  - **HINU:** Haskell Sustainability Program: Food Waste Reduction and Landscaping & Habitat Restoration Initiatives. The Haskell Sustainability Program is a campus-wide program that engages 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 uses art and permaculture to enhance public spaces and to create restoration and passive water harvesting systems and bio-retention rain gardens. This project also works 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 continues to expand 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, continues 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 continues 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 helps 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 examines recreational activities in Tribal lakes to determine if such activities lead to water contamination resulting in a hazardous environment for invertebrate organisms, specifically leech.
- **Climate Change:** AIHEC is 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. Through \$125,000 in funding from the Natural Resources Conservation Service (NRCS), we are recruiting four TCUs to host VISTA volunteers (through the TCU/VISTA Program) for up to 3 years. 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 committed to identifying funds from federal agencies and private sector partners to support placing two VISTA volunteers at every TCU willing to host them.

We leveraged related seed funding previously received from NRSC (see 2015 Board reports) to revise and refine a \$2.7 million Advancing Informal Science Learning proposal, which we submitted to NSF, with program officer encouragement. To build on this initiative, we developed a stronger working relationship with BIA Climate Office and the White House climate change staff.

**DoE-Advanced Manufacturing Initiative:** AIHEC proposes to 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 Department of Energy has agreed to fund Phase II of the TCU Advanced Manufacturing Network Initiative through faculty professional development, development of a set of advanced manufacturing and related courses that will be made available to all AIHEC member institutions, and an Advanced Manufacturing Summer Institute hosted annually by a Tribal College for TCU faculty and students. The Institute will also provide an opportunity for an annual meeting of the Advisory Board with Tribal and industry partners, a critical component to the success of this initiative.

**DoE-AIREI:** The TCU AIREI projects are completed and with them the research and technology transfer components of the AIREI project have ended. AIHEC staff is working with the DOE Office of Indian Energy and our AIREI National Laboratory partners to complete a final energy science educational enrichment project, with the running title “Indian Energy 101.” This will be a set of modules developed by AIREI partners – TCU and mainstream university faculty and National Laboratory researchers – that will cover a set of key topics associated with Tribal energy independence: energy efficiency and electricity generation, storage and transmission systems. The modules will be available to TCUs to supplement existing courses or used in the development of entirely new courses involving energy science, technology, and engineering topics.

**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 in order to close out the grant, however, all major grant activities have been successfully completed.

## **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:** AIHEC’s partnership with the BIE to help build a college-going culture among Native youth is picking up steam. AIHEC currently supports 14 (of 20 eligible) TCUs to conduct a range of college/academic enrichment and intervention strategies with their local BIE K-12 feeder schools with a focus on strengthening math and English/writing composition skills. These interventions are designed to encourage students attending BIE schools to enter a college-bound pipeline and pursue higher education. Since the initial project webinar, which outlined the initiative,

**AIHEC Initiatives: Building Culturally Grounded, Student Centered Communities of Practice Engaged in Continuous Improvement**

- › **Student Success Collaborative:** Innovations in Problem Based Learning, informed by Indigenous Evaluation Framework (Indigenous Values, Ways of Knowing; Builds Ownership)
- › **TCU Pathways to Success:** TCU-BIE College Bound Partnership; TCU Career Pathways Initiative
- › **Advanced Manufacturing:** Moving from Workforce Development to Job Creation (Partnership with Dept. of Energy and Industry)
- › **AIHEC Institutional Practices Improvement & Completion Collaborative (AIPIIC):** Accreditation, Governance, Financial Management, etc.

**AIHEC** TRIBAL Colleges: Educating, Engaging, Innovating, Sustaining

participating TCUs have developed project plans and submitted summaries to AIHEC that describe a variety of interventions. Currently, AIHEC is hosting a series of conference calls featuring updates and opportunities for participating TCUs to share their initiatives and learn about other effective strategies. Stakeholders are able to share best practices with one another and are developing a “College Bound Community of Practice.” The next scheduled conference call will be March 7 and will feature Cankdeska Cikana Community College’s project. An “All Hands for Student Success” meeting will be held in conjunction with the fall Board of Directors Meeting in October. AIHEC is working with the 14 projects to develop a culturally relevant evaluation instrument to collect data on the initiative and assess its impact. With demonstrated success, this will be a long-term initiative. Over the next several months, TCUs will implement their Year 1 projects, and AIHEC will develop a tool kit of Native Student-College Success strategies.

- **College Pipeline: AIHEC Student Success Collaborative:** The second cohort of the *AIHEC Student Success Collaborative* is currently implementing new Problem Based Learning (PBL) strategies in TCU classrooms. Tohono O’odham Community College, Northwest Indian College, and Turtle Mountain Community College are the larger awardee schools. Smaller awards to support PBL in STEM classrooms were made to faculty at Oglala Lakota College, Haskell Indian Nations University, Navajo Technical University, Saginaw Chippewa Community College, and Fort Peck Community College. AIHEC hosted a very successful workshop at Northwest Indian College in the summer where participants explored PBL and related student-centered pedagogies under the direction of PBL expert Linda Martin-Morris of the University of Washington. The workshop was open to all interested TCU STEM faculty. Participants requested the ability to network amongst one another and share best practices. As a result, AIHEC is hosting a series of webinars, open to all interested in the PBL pedagogy. In January, Tohono O’odham Community College led the discussion on PBL/Flipped Classrooms in math (calculus) and science courses, incorporating the traditional O’odham Man in the Maze model. In March, the webinar will be led by Northwest Indian College. To build on this initiative, AIHEC will approach national foundations, the Department of Education, and other federal agencies to expand our community of practice. Our goal is to integrate the Indigenous Evaluation Framework principles with PBL and other tested student-centered pedagogies, leading to a strong set of documented (“evidence-based”) American Indian/Alaska Native Student Success strategies shared among all TCUs.
- **Lifelong Learning: Competency Based Education (CBE) and Prior Learning Assessment:** AIHEC is working with the Council for Adult and Experiential Learning (CAEL) to develop a systemic initiative for strengthening the capacity of the TCUs to focus on the needs and completion rates of adult learners. Called the TCU Adult Student Success Initiative (TASSI), the project will establish a mechanism for TCUs to grant adult students credit for the knowledge and experience they bring to their academic programs through competency-based learning and prior learning assessment (PLA), 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:** As we began to discuss during the AIHEC summer meeting, AIHEC has a two-pronged approach for addressing challenges some TCUs and American Indians are experiencing with the new GED and other high school equivalency tests: (1) AIHEC is developing a proposal to develop and implement a program to ensure that Tribal citizens served by TCUs have access to the education and support resources necessary to successfully take and pass the new GED test. Elements include greater community outreach on the new GED; ensure that TCU GED staff have training on all elements of the new GED test; provide more opportunities to take a GED practice test and real test

at low cost; and identify and disseminate strategies for improving problem solving and critical thinking skills of AI/ANs preparing to take the test. (2) AIHEC is working with the national testing services and staff at the American Council on Education on the development of a “third tier” test for individuals, including potential TCU students, who have not earned a high school diploma and who may not be candidates for the new GED (or who simply do not feel that they need that level of certification), but who need a credential for work. The third tier would be a “workforce ready”-type certificate, as President Tom Shortbull has discussed: the certificate would signify a level of reading, math, and basic studies understanding so that a potential employer would know that an individual is “ready to go to work.” This third tier, which TCU presidents had advocated for specifically for American Indians and other TCU students, would be available to all Americans – including AIs/ANs – who have not graduated from high school but who want to work, rather than earn a 4-year degree within four or so years. We believe working collaborative with others who share concerns similar to ours is more effective, in terms of realization and cost, in the long run, as it holds more potential benefit to TCUs, Indian Country, and AIHEC. AIHEC is also in discussions with the U.S. Department of Education, the Department of the Interior, and White House to ensure that Tribes capable of administering alternative high school equivalency tests are able to do so outside of state systems. Finally, at the request of the Board, AIHEC is also in the process of drafting a proposal for submission to foundations to develop a high school equivalency test for TCU admission, which does not include the unnecessary rigor of the current GED® and HiSET®, for tribes to use, if they so desire. We will have a draft for review prepared by the first quarter of 2016.

#### **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. We met with ANUI leaders here in the U.S. last fall. The next step would be for a small group of TCU presidents and staff to visit ANUI institutions in Mexico.
- **2015 First World Indigenous Peoples Games:** For an overview of the First World Indigenous Peoples Games held in Palmas, Brazil in late October 2015, click [here](#). Led by Presidents David Yarlott and Richard Littlebear, a team of 24 TCU students and other Natives participated in the historic games. The online edition of the *Tribal College Journal* includes a feature article on the Games, “[This Is the Indigenous: Scenes and Insights from the World Indigenous Games](#).” Penned by AIHEC’s Katrina Montoya, the piece features an array of fascinating photographs and interesting anecdotes from the event.

**AIHEC Student Congress (ASC):** The term for the 2015-2016 ASC will end with the 2016-2017 elections to be held March 16 at the AIHEC Student Conference in Minneapolis, MN. The 2015-2016 ASC established four initiatives that the officers determined to be important to TCU students, including: an AIHEC Awareness Poster Initiative that was a continued initiative from the previous 2014-2015 ASC; A LIFE Conference Initiative to develop and execute the first annual summer leadership conference (LIFE Conference, May 22-26, Santa Fe, NM) for TCU students to work on their leadership skills and discuss important issues in their TCU communities that require their leadership; a Celebration Initiative developed to award up to seven applying TCUs with seed money for the graduating class of the TCU to celebrate their hard work and success with a modest party including decorations, drinks, raffle prizes, and/or food; and an AIHEC and TCU Awareness Initiative to develop a TCU Student Handbook that includes basic and up-to-date information of all the 37

TCUs, such as college profiles, programs, locations, and most important, the TCU value-added benefit to potential and current students through examples of current student stories.

**NASA-OSSI and other Internship Programs:** During fall semester 2015 and spring semester 2016, AIHEC staff Katrina Montoya and Alex Grandon traveled to 18 TCUs engaging TCU students, faculty, and staff to discuss STEM opportunities in NASA and especially summer 2016 internships at NASA centers and NASA's OSSI application process. By the NASA deadline for summer internships on March 1, more than 25 TCU students from more than 10 TCUs had applied to NASA Center opportunities through the NASA-OSSI application (not including students who will engage in NASA-supported internships at or with TCUs). With NASA's desire to re-develop their NASA Internship, Fellowship, and Scholarship (NIFS) program, including re-thinking the incorporation of all NASA opportunities under a single application process, the NASA-OSSI grant will end on April 1, 2016. Similar to the NASA-AIHEC internship program, AIHEC and the USDA are working together to develop a long-term internship recruitment and logistical management program. These USDA internships would target at least 60 TCU students annually willing to travel for the summer to work at either USDA field offices throughout the country or the USDA headquarters in Washington, DC.

**Department of Energy STEM Roundtable Series:** AIHEC staff worked with the Department of Energy, NASA, the National Science Foundation (NSF), the Department of Education, AISES, and NIEA to organize two "American Indians in STEM" roundtable discussions intended to raise awareness of the importance of STEM education in Indian Country and to foster a national dialogue on how to work collaboratively to further the goal of engaging more American Indians in STEM. One of the outcomes of this series of meetings was a shared policy statement on STEM in Indian Country with recommendations focused on driving innovation in expanding the STEM career pipeline for American Indian students. The first meeting was held at the Tamaya Resort, Santa Ana Pueblo, and the second in Minneapolis. A summary final report with recommendations is available upon request.

**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 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):** Building on last summer's White House Youth Gathering, Generation Indigenous continues to build momentum. Acting Assistant Secretary–Indian Affairs Lawrence Roberts recently announced the 2016 Indian Affairs Student Leadership Summer Institute, a paid 10-week summer internship program with the agency that begins in early June. The Institute will provide AI/AN post-secondary students with an opportunity to learn about federal policymaking in the Indian Affairs organization. Gen-I is also promoting a national Native youth dialogue, and Secretary of the Interior Sally Jewell kicked off a listening tour in February. The President's FY2016 Budget proposes increased funding for some new Native youth programs. The Department of Education's Native Youth Community Projects modifies an existing tribal grant program to fund a select number of Tribal governments to improve college-and-career-readiness of Native children and youth by coordinating community services and partnering with community organizations. Additionally, the BIE reform plan (Blueprint for Reform) is being implemented. New staff will be hired to oversee higher education programs and research. To date, nearly 25,000 Native youth have taken the Gen-I challenge. The Center for Native American Youth hosts monthly conference calls where Native youth share their stories of how they are bettering their communities.

FISCAL YEAR 2017 APPROPRIATIONS REQUESTS  
TRIBAL COLLEGES AND UNIVERSITIES

**Appropriations Bill: INTERIOR**

**Agency: Bureau of Indian Education / Independent Agency\***

AUTHORIZATION/TCU PROGRAM	FY 2016 APPROPRIATED	FY 2017 BUDGET REQUEST	FY 2017 AIHEC REQUEST
<b>Tribally Controlled Colleges and Universities Assistance Act [25 USC 1801 et seq.]</b>			
Title I, II, III and contracts (28 TCUs)	\$69,793,000	\$69,793,000	\$89,220,000 To fully fund at \$8K per Indian student (TA needed \$701K)
Title V (Tribal career and technical institutions)	\$6,814,000	\$7,411,000	\$11,000,000
<b>American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act [20 USC 4411]</b>			
Institute of American Indian Arts* w/Center for Lifelong Education & Museum (IAIA)	\$9,469,000	\$11,835,070 (including \$2M for forward funding)	\$9,835,070 plus \$5.1M to forward fund <b>Total: \$14,936,750</b>
<b>BIE Postsecondary Institutions - Snyder Act [25 USC 13]</b>			
Haskell Indian Nations University (HINU) and Southwestern Indian Polytechnic Institute (SIPI)	\$19,767,000	\$21,767,000	\$23,000,000 plus \$14.8M to forward fund <b>Total: \$37,800,000</b>
<p><b>A ONE-TIME APPROPRIATIONS OF \$20M IS NEEDED TO TRANSITION REMAINING TCUs TO AN ACADEMIC YEAR FUNDING.</b> Three TCUs are the only schools whose operating budgets are funded by the Department of the Interior that still receive funding on the federal <i>fiscal year</i>, rather than an <i>academic year</i> schedule. All other BIE schools start each academic year with defined funding amounts and can keep their doors open when DoI's appropriations are delayed. Advancing the funds necessary to make this transition allows schools to plan a budget for a full academic year and does not increase the federal budget over the long run. It simply provides funds for vital education programs to be accessible at the start of each school year, which is critically important when appropriations are delayed and the government is funded under continuing resolutions.</p> <p><b>HONOR SOVEREIGNTY: EXEMPT TCUs &amp; OTHER TRIBAL PROGRAMS FROM ACROSS THE BOARD CUTS, INCLUDING SEQUESTRATION.</b> TCUs are chartered by their respective American Indian tribes, which hold a long-established unique legal relationship with the U.S. federal government, actualized by more than 400 treaties, several Supreme Court decisions, Congressional action, and the ceding of more than one billion acres of land to the U.S. Despite the trust responsibility and treaty obligations, TCUs' primary source of operating funds has never been fully funded. With perennial cuts (across-the-board and sequestration) these already underfunded but indispensable programs face further significant cuts, and the more than 30-year federal investment in these proven Tribal institutions will be lost, as some of these colleges may be forced to close their doors.</p> <p><b>TCUs FACE CHRONIC UNDERFUNDING &amp; INEQUITY.</b> In FY 2016, the Administration requested and Congress appropriated \$194.5 million for Howard University (HU), exclusive of its medical school, <i>the only other MSI that receives institutional operating funds from the federal government.</i> In contrast, the total appropriated for operating 34 TCUs was \$105 million – just over half the amount awarded to HU. The fall 2013 HU enrollment was 10,265, about 57 percent of the number of academic students enrolled at TCUs (17,879). <u>We fully agree that HU needs these funds, AND so do the TCUs.</u> Clearly, full funding of the Tribal College Act at \$8,000/Indian student and adequate institutional operations funding for the six other TCUs, is justified.</p>			

**Appropriations Bill: ENERGY AND WATER DEVELOPEMENT**

**Department of Energy**

**Agency: National Nuclear Security Administration (NNSA)**

AUTHORIZATION/TCU PROGRAM	FY 2016 APPROPRIATIONS	FY 2017 BUDGET REQUEST	FY 2017 AIHEC REQUEST
<b>DoE - National Nuclear Security Administration (NNSA) Minority Serving Institutions Partnership Program (MSIPP)</b>			
Tribal College Initiative	\$1,000,000	Not specified	\$5,000,000 from existing funds
<p><b>Report Language:</b> AIHEC requests that report language be included that specifies \$5M of the total funds appropriated to NNSA-MSIPP is reserved for the TCU initiative. In FY 2016, new funding reported by DoE for the TCUs was ultimately allocated to an existing program.</p>			

**FY 2017 APPROPRIATIONS REQUESTS FOR TRIBAL COLLEGES AND UNIVERSITIES**

*Department of Education: OPE /OCTAE*

***Appropriations Bill: LABOR, HHS-EDUCATION***

*Department of HHS: ACF-Head Start*

AUTHORIZATION/TCU PROGRAM	FY 2016	FY 2017	FY 2017
	ALLOCATED	BUDGET REQUEST	AIHEC REQUEST
<b>Higher Education Act [20 USC 1059c] (OPE)</b>			
TCU HEA Title III-A (§ 316)	\$55,600,000	\$58,000,000	\$60,000,000
<b>Carl Perkins Technical and Career Education Act [20 USC 2327] (OPE)</b>			
Tribal postsecondary career & technical institutions	\$8,286,000	\$8,286,000	\$10,000,000
<b>Adult Education and Literacy – American Indian Adult and Basic Education</b>			
<b>Adult Education State Grants Program [20 USC 9201] (OCTAE)</b>			
American Indian Adult/Basic Ed. at TCUs (set-aside)	\$0	\$0	\$8,000,000, from existing funds
<b>Tribal Colleges and Universities - Head Start Partnership Program</b>			
<b>Head Start Act -Technical Assistance and Training [42 USC 9843] (ACF-Head Start)</b>			
TCU-Head Start Partnership Program (set-aside)	\$0	\$0	\$7,000,000, from existing funds

***Appropriations Bill: AGRICULTURE***

***Agencies: NIFA and Rural Development***

AUTHORIZATION/TCU PROGRAM	FY 2016	FY 2017	FY 2017
	APPROPRIATED	BUDGET REQUEST	AIHEC REQUEST
<b>Equity in Educational Land Grant Status Act [7 USC 301 note]</b>			
1994 Institutions Extension Program (NIFA)	\$4,446,000	\$6,700,000	\$6,700,000
1994 Institutions Research Program (NIFA)	\$1,801,000	\$3,900,000	\$3,900,000
1994 Institutions Equity Payment (NIFA)	\$3,439,000	\$3,700,000	\$3,700,000
Native American Endowment Payment (NIFA)	\$11,880,000	\$11,880,000	\$136,000,000 corpus payment only annual interest yield is scored (FY 2015 gross interest = \$5.1 M)
<b>Consolidated Farm &amp; Rural Development Act [7 USC 1926(a)]</b>			
TCU Essential Community Facilities (RD)	\$4,000,000	\$8,000,000	\$8,000,000

**In Comparison:** In FY2016, Congress appropriated \$476M for extension activities. The **1862s** (state) received **\$300M** in formula-driven extension funds; **1890s** (18 HBCUs) received **\$46M**; and **1994s** (34 TCUs) received **\$4.45M** for competitively awarded grants. Further, the **1994s are the only land-grant institutions barred from accessing over \$85.5M in Smith-Lever 3(d) funds**. These inequities cannot be justified or allowed to continue. The first Americans, last to join the nation's land-grant family, deserve parity. We propose doubling of the endowment corpus, to provide about \$10M in interest income, and affording the 1994's other NIFA programs increased funding, as a step to addressing this inequity.

***Appropriations Bill: COMMERCE, JUSTICE, SCIENCE and RELATED AGENCIES***

**National Science Foundation**

***Directorate: Education and Human Resources (EHR)***

AUTHORIZATION/TCU PROGRAM	FY 2016	FY 2017	FY 2017
	APPROPRIATED	BUDGET REQUEST	AIHEC REQUEST
<b>NSF – Education and Human Resources (EHR)</b>			
NSF-TCUP	\$13,500,000	Not specified	\$15,000,000
<b>JUSTIFICATION:</b> In FY 2009, NSF awarded <b>\$4.2 billion</b> in science and engineering (SE) funding to the nation's institutions of higher education. <b>TCUs received \$10.5 million, or one-quarter of one percent</b> of this funding. Among MSIs, NSF awarded \$144.2 million in SE funding to 174 HBCUs and HSIs, averaging \$828,545/institution, while 29 TCUs received an average of \$362,000/institution. This disproportionate distribution trend <u>has yet to be recognized and addressed</u> .			

114TH CONGRESS  
2D SESSION

# S. RES. 355

Designating the week beginning February 7, 2016, as “National Tribal Colleges and Universities Week”.

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## IN THE SENATE OF THE UNITED STATES

FEBRUARY 2, 2016

Ms. HEITKAMP (for herself, Mr. BARRASSO, Mr. TESTER, Mrs. MURRAY, Mr. FRANKEN, Mr. UDALL, Mr. HEINRICH, Ms. BALDWIN, Ms. HIRONO, Ms. STABENOW, Mr. MORAN, Mr. HOEVEN, Mr. DAINES, Mr. THUNE, Ms. CANTWELL, Ms. KLOBUCHAR, Mr. SULLIVAN, Mr. ROUNDS, Mr. PETERS, and Mr. LANKFORD) submitted the following resolution; which was considered and agreed to

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## RESOLUTION

Designating the week beginning February 7, 2016, as  
“National Tribal Colleges and Universities Week”.

Whereas there are 37 Tribal Colleges and Universities operating on more than 85 campuses in 16 States;

Whereas Tribal Colleges and Universities are tribally chartered or federally chartered institutions of higher education, which creates a unique relationship between Tribal Colleges and Universities and the Federal Government;

Whereas Tribal Colleges and Universities serve students from more than 250 federally recognized Indian tribes;

Whereas Tribal Colleges and Universities offer students access to knowledge and skills grounded in cultural tradi-



tions and values, including indigenous languages, which—

- (1) enhances Indian communities; and
- (2) enriches the United States as a nation;

Whereas Tribal Colleges and Universities provide access to high-quality postsecondary educational opportunities for—

- (1) American Indians;
- (2) Alaska Natives; and
- (3) other individuals that live in some of the most isolated and economically depressed areas in the United States;

Whereas Tribal Colleges and Universities are accredited institutions of higher education that effectively prepare students to succeed in—

- (1) the academic pursuits of the students; and
- (2) the global and highly competitive workforce;

Whereas Tribal Colleges and Universities have open enrollment policies, and approximately 24 percent of the students at Tribal Colleges and Universities are non-Indian individuals; and

Whereas the collective mission and the considerable achievements of Tribal Colleges and Universities deserve national recognition: Now, therefore, be it

1       *Resolved*, That the Senate—

2               (1) designates the week beginning February 7,  
3       2016, as “National Tribal Colleges and Universities  
4       Week”; and

5               (2) calls on the people of the United States and  
6       interested groups to observe National Tribal Colleges

3

1 and Universities Week with appropriate ceremonies,  
2 activities, and programs to demonstrate support for  
3 Tribal Colleges and Universities.

○

**Press Release****FOR IMMEDIATE RELEASE**

January 21, 2016

**American Indian Higher Education Consortium****121 Oronoco Street, Alexandria VA 2314****Contact:** Carrie Billy or Meg Goetz**Phone:** 703.838.0400**E-Mail:** cbilly@aihec.org, mgoetz@aihec.org**AIHEC STATEMENT: S. 2468, Safe Academic Facilities & Environments for Tribal Youth Act of 2016**

The American Indian Higher Education Consortium, which is the nation's 37 Tribal Colleges and Universities, strongly supports legislation introduced in the U.S. Senate today to help ensure that more American Indian and Alaska Native students – including those at TCUs – have access to high quality learning environments. We applaud Senator Jon Tester (D-MT) for his leadership in sponsoring S. 2468, the Safe Academic Facilities & Environments for Tribal Youth Act of 2016, legislation that provides for an accounting of the glut of facilities needs of schools serving Native youth, elementary through postsecondary, and more important, provides steps to begin addressing these needs.

The SAFETY Act will help to address one of the most basic needs for any education institution and in so doing, will enable TCUs to provide more American Indians and Alaska Natives the opportunity to access and complete a degree program in a field that will help our tribes grow their Native workforce and advance the economies of Indian Country.

In 2009, Tribal Colleges and Universities (TCUs) had at least \$100 million in shovel ready construction and rehabilitation projects, including Science, Career/Technical, and other academic facilities; urgently needed new student and faculty housing; rehabilitation of dormitories that are more than three-quarters of a century old; as well as libraries, day care centers, and wellness centers. Recent surveys show that the need persists in all of these areas.

Tribal Colleges are locally-based, tribally-driven institutions of higher education. To continue to provide high quality cultural relevant postsecondary education opportunities, all TCUs must continue to build and expand their facilities and infrastructure. TCUs serve some of the poorest communities in this country (seven of the 10 poorest counties in the U.S. are home to a tribal college). TCUs serve more than 115,000 American Indians and Alaska Natives annually, through academic and community programs. More than 70 percent of our students are first generation college students and over 70 percent receive Pell grants. Our students and communities will derive tremendous benefit from the SAFETY Act.

AIHEC looks forward to working with Senator Tester and his colleagues in the Senate and House toward enactment of S. 2468 and other important measures related to excellence, safety, and success for all American Indian and Alaska Native students.

###



NATIONAL CONGRESS OF AMERICAN INDIANS

The National Congress of American Indians  
Resolution #SD-15-077

**TITLE: In Support of Equity in Federal Funding for 1994 Land-Grant Institutions (Tribally Chartered College & Universities) and Indian Extension Agent Programs**

**EXECUTIVE COMMITTEE**

**PRESIDENT**  
**Brian Cladoosby**  
*Swinomish Tribe*

**FIRST VICE-PRESIDENT**  
**Randy Noka**  
*Narragansett Tribe*

**RECORDING SECRETARY**  
**Aaron Payment**  
*Sault Ste. Marie Tribe of Chippewa Indians of Michigan*

**TREASURER**  
**W. Ron Allen**  
*Jamestown S'Kallam Tribe*

**REGIONAL VICE-PRESIDENTS**

**ALASKA**  
**Jerry Isaac**  
*Native Village of Tanacross*

**EASTERN OKLAHOMA**  
**Joe Byrd**  
*Cherokee Nation*

**GREAT PLAINS**  
**Leander McDonald**  
*Spirit Lake Nation*

**MIDWEST**  
**Roger Rader**  
*Pokagon Band of Potawatomi*

**NORTHEAST**  
**Lance Gumbs**  
*Shinnecock Indian Nation*

**NORTHWEST**  
**Fawn Sharp**  
*Quinault Indian Nation*

**PACIFIC**  
**Jack Potter, Jr.**  
*Redding Rancheria*

**ROCKY MOUNTAIN**  
**Darrin Old Coyote**  
*Crow Nation*

**SOUTHEAST**  
**Larry Townsend**  
*Lumbee Tribe*

**SOUTHERN PLAINS**  
**Liana Onnen**  
*Prairie Band of Potawatomi Nation*

**SOUTHWEST**  
**Joe Garcia**  
*Ohkay Owingeh Pueblo*

**WESTERN**  
**Bruce Ignacio**  
*Ute Indian Tribe*

**EXECUTIVE DIRECTOR**  
**Jacqueline Pata**  
*Tlingit*

**NCAI HEADQUARTERS**

1516 P Street, N.W.  
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**WHEREAS**, we, the members of the National Congress of American Indians of the United States, invoking the divine blessing of the Creator upon our efforts and purposes, in order to preserve for ourselves and our descendants the inherent sovereign rights of our Indian nations, rights secured under Indian treaties and agreements with the United States, and all other rights and benefits to which we are entitled under the laws and Constitution of the United States, to enlighten the public toward a better understanding of the Indian people, to preserve Indian cultural values, and otherwise promote the health, safety and welfare of the Indian people, do hereby establish and submit the following resolution; and

**WHEREAS**, the National Congress of American Indians (NCAI) was established in 1944 and is the oldest and largest national organization of American Indian and Alaska Native tribal governments; and

**WHEREAS**, the Federal Government has a direct moral and legal responsibility to each of the federally recognized American Indian Tribes with which it signed treaties; and

**WHEREAS**, 75 percent of Tribal land today are either forests or agriculture land, and although it is only a fraction of their original territories, many Tribes still control significant land and water resources, which include extractable resources, fishing, livestock grazing, and agriculture; and

**WHEREAS**, the political and economic self-determination and self-sufficiency of these tribes depend on their ability to sustainability manage their land and natural resources and ensure that tribal members use these resources in sustainable ways that are informed by ongoing tribally-led research; and

**WHEREAS**, American Indian and Alaska Native tribal governments and the United States Government have chartered 37 Tribal Colleges and Universities (TCUs) to ensure that high quality, culturally-based Tribal higher education, community-relevant research, and community-outreach services are accessible to American Indian and Alaska Native people; and

**WHEREAS**, the Equity in Education Land-grant Status Act of 1994 was enacted as a means for ensuring that Tribes and their Tribal Colleges – designated in said law as the 1994 land-grant institutions -- had the educational, research, and fiscal resources they needed to protect and manage their forests, waterways, and agriculture lands and related resources; and

**WHEREAS**, the 1994 Extension program, as well as the federally recognized Tribes extension program (FRTEP), are tasked with strengthening communities through vitally needed outreach programs designed to foster economic development, community resources, family and youth development, natural resources stewardship, agriculture, and health and nutrition awareness; and

**WHEREAS**, despite a well-documented need over the past 20 years, all of the 1994 land-grant programs, as well as FRTEP, are grossly underfunded— far below the funding levels necessary to fulfill their responsibility so far below their state and other counterparts as to raise significant questions of equity; and

**WHEREAS**, in his Fiscal Year 2016 budget request to Congress, the President proposed to fund the 1994 tribal college land-grant institutions at **\$4.7 million** for extension programs, awarded *competitively* among 32 TCUs, many of whom serve areas larger than several states, and he proposed just **\$3 million** for the federally recognized Tribes extension program; yet, in contrast, the fifty 1862 institutions (state land-grants) would receive **\$300 million** in *formula*-driven extension funds; and the President proposed nearly **\$50 million** for the 1890s (18 Historically Black Colleges and Universities); and

**WHEREAS**, that same year, the President proposed **\$1.9 million** for the competitive 1994 research program, while requesting **\$256.2 million** for the 1862s (states) – an *increase of \$12.5 million*, and **\$60.5 million** for 1890s (HBCU)—an *increase of \$8 million*; and

**WHEREAS**, this disparity and inequity in funding is unconscionable and unexplainable, particularly given the national resource management challenges facing our Tribes, the decades of a lack of adequate and sustain information on USDA programs and opportunities among American Indian farmers, fishers, and ranchers which cumulated in the *Keepseagle v. Vilsack* class action suit, and more than 150 years of funding inequities between state and tribal extension and land-grant research programs.

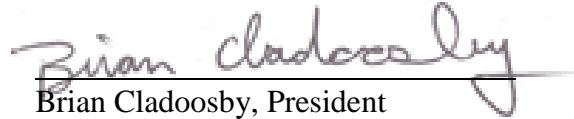
**NOW THEREFORE BE IT RESOLVED**, that the National Congress of the American Indian (NCAI) calls upon the President and the U.S. Secretary of Agriculture to ensure that the 1994 land-grant programs and the federally recognized Tribes extension program receive equitable treatment within the Department so that they are better equipped to meet the extensive need in Indian Country, and more important, that the programs are *equitably* funded vis-à-vis the State (1862) and Historical Black Colleges and Universities (1890) programs; and

**BE IT FURTHER RESOLVED**, that the NCAI calls upon the President, to make a firm statement on the need for equity in Tribal land-grant and extension programs; and

**BE IT FINALLY RESOLVED**, that this resolution shall be the policy of NCAI until it is withdrawn or modified by subsequent resolution.

**CERTIFICATION**

The foregoing resolution was adopted by the General Assembly at the 2015 Annual Session of the National Congress of American Indians, held at the Town and Country Resort, San Diego, CA, October 18-23, 2015, with a quorum present.

  
Brian Cladoosby, President

**ATTEST:**

  
Aaron Payment, Recording Secretary

# AIHEC Draft Proposal Summaries

## The AIHEC Institutional Practices Improvement & Completion Collaborative (AIPIC) February 2016

AIHEC proposes to establish the AIHEC Institutional Practices Improvement & Completion Collaborative (AIPIC), a TCU-wide innovation community focused on strengthening the capacity of all TCUs to ensure that their students complete with a purpose. Through AIPIC, TCUs will draw on their collective knowledge and experience, taking a systemic approach to identifying, exploring and scaling up innovative and effective strategies and techniques in critical areas of institutional practice, with a strong focus on data-driven decision making across all campus programs and services.

### Background

Since the first tribally chartered college opened its doors in the late 1960s, Tribal Colleges and Universities (TCUs) have created hope and opportunity for generations of American Indian and Alaska Natives. TCUs give Native students access to place-based culturally relevant higher education uniquely equipped to give them the tools -- and most important, the support -- they need to "complete with a purpose": to break cycles of generational poverty and unemployment and strengthen, rebuild, and sustain their Tribal nations, cultures, and languages. TCUs have achieved this success in spite of severely limited resources, both fiscal and in terms of human capital and expertise. As fledgling colleges, TCUs received only modest funding and support, but they also received little recognition as institutions of higher education. In recent years, however, as TCUs have grown in number and in range of program offerings, thereby becoming more visible within the nation's higher education system, challenges typically associated with developing institutions that have not been adequately addressed are growing in complexity and urgency. The need for intervention in three issue areas -- all foundational elements to strategies for successful student completion -

- is particularly urgent:

1. *Assessment*, both student engagement and outcomes (including completion and employment) and programmatic assessment, particularly the use of data in making informed decisions;
2. *Governance and Leadership*, from the role of tribal governments in appointing governing board members to the role, engagement, and training of governing board members in key areas, including using data to help make and support institutional and community priorities, and finally to the TCU president and his or her ability to negotiate and sustain productive relationships with the board, faculty and staff, tribal government, and the larger higher education system; and
3. *Financial Management and Accountability*, including understanding and use of financial data, resource allocation and financial record-keeping best practices.

To a greater or lesser degree, all 37 members of the American Indian Higher Education Consortium (AIHEC) are experiencing these challenges, and for several TCUs, the challenges they face threaten their very survival. AIHEC and our member TCUs must collectively address these issues with sustainable strategies and commit to supporting one another as we work through them. Failure to respond adequately and decisively threatens the hope and opportunity that *Tribal* higher education represents for so many Native people. AIHEC, through the Institutional Practices Improvement & Completion Collaborative (AIPIC), proposes a systemic model for mobilizing the collective resources of the Tribal Colleges and Universities to provide the training, technical support, and mentoring where and when it is needed -- supplemented with expertise from national organizations, universities and federal agencies -- that will ensure that all TCUs students have access to the academic programs and services necessary to achieve their employment and academic career goals. AIPIC will provide TCUs:

- Analysis, guidance, and emergency assistance from mentor/colleagues and outside experts on planning, developing and implementing needed improvement interventions.
- Training, networking, and sharing of best practices in key improvement topic areas identified by the TCUs.
- Access to a growing library of resources - improvement case studies, templates, and guides for implementing sustainable institutional practice improvement.
- Processes for identifying, documenting and sharing effective practices.
- Framework for a TCU institutional practice improvement community.

### AIPIC Components

#### A. Institutional Practice Improvement Community

##### (1) AIPIC Advisory Board

AIHEC will establish an advisory board of TCU staff (presidents, institutional researchers/assessment coordinators, chief academic officers, etc.) and national experts (regional accrediting body staff and others) to assist in overseeing and guiding this initiative. An initial task of the advisory board will be to assist in developing a "TCU Institutional Practice Self-Assessment" to help ensure that all TCUs can identify and implement appropriate practice improvement strategies before they encounter an accreditation crisis.



(2) *Growing an innovation community for practice improvement*

AIHEC will organize an annual convening for TCU personnel working on practice improvement issues. This event will provide an opportunity to explore common issues and improvement strategies, emphasizing and promoting creative and innovative problem-solving within and across institutions. Building on outcomes from the annual convening, AIHEC will organize a series of online and on-site training sessions that address professional development priorities identified by the TCUs. These priorities will also provide the topics for short publications (monographs, guides, or templates) to share lessons learned and best practices from TCU institutional practice improvement work. Both recorded training sessions and publications will be included in the knowledge base described below.

(3) *Institutional Practices Knowledge Base*

Selected TCU experiences and outcomes in practice improvement will be documented, formatted as case studies to be shared with the entire TCU community. In this way, all TCUs receiving Institutional Practice Grants or other forms of assistance will be required to "give back" to their sister TCUs, sharing case studies that describe the processes and outcomes of their institutional practice improvement work. This growing knowledge base of institutional improvement practices and lessons learned will be a primary resource to TCUs encountering similar challenges, so that the successes of individual TCUs will lead to strengthening of the TCUs collectively. The TCU Institutional Practices Knowledge Base will also include recorded webinars, and other online training materials such as templates, guides, and relevant publications from other higher education sources, accessible on demand by all TCUs.

(4) *TCU Institutional Practice Mentoring*

TCUs that have successfully completed an institutional practice reform or intervention, or which have in place an effective institutional practice that could serve as the basis of an intervention, may be asked to serve in a mentoring role to a TCU in need of a similar intervention. The team primarily responsible for instituting the intervention will communicate with their colleagues at the mentee institution, discuss the challenges of the mentee institution and share their experience with the intervention strategy to be adopted. The mentor team will assist the institution in developing and implementing its intervention, providing constructive criticism and advice on the progress of their work.

(5) *TCU Institutional Practice Tiger Teams*

AIHEC will assemble teams of TCU-based experts and outside consultants (as needed) in assessment, financial management, institutional data collection/reporting, academic/support services that will provide emergency onsite technical assistance to TCUs facing urgent accreditation or fiscal management challenges. As mentioned above, TCUs receiving Tiger Team assistance will submit a written report for the Institutional Practices Knowledge Base, and used as a case study by other TCUs. Tiger Team input will be used to update the TCU Institutional Practice Self-Assessment as needed.

## **B. Emergency Fund**

Provided funding is available, one-year grants of up to \$25,000 will be provided to TCUs requesting support for the use of expert consultants (including the Tiger Teams described above) and faculty release time to respond to critical accreditation challenges. Funds would only be used to support an intervention that would result in a transformative realignment of priorities involving a student success oriented change/improvement in institutional practice.

### **Initial Practice Improvement Focus Areas:**

#### **I. Assessment**

AIHEC will recruit a team of TCU faculty and staff supported by higher education assessment professionals, including staff from regional accrediting bodies, who will create an innovative TCU assessment model informed by the AIHEC Indigenous Evaluation Framework, and develop TCU specific program assessment templates. Training on the assessment model will be provided through an annual workshop and webinar. Using the TCU assessment model, individual TCUs will be provided technical support as they adapt the assessment model to their institution. They will be supported in collecting the necessary information and data to survey student learning outcomes, including completion and employment, developing a process or identifying goals that should be set for the institution regarding those outcomes, and developing and implementing strategies to achieve those goals.

#### **II. Governance and Leadership**

AIHEC will develop and offer a workshop series, with accompanying reports and guidelines, aimed at three audiences: Tribal Governments (best practices in appointing or selecting governing board members, and the role of accreditation in promoting a completion agenda); TCU Governing Boards (data-driven decision making, best practices in areas such as presidential evaluations and selection, and emerging higher education issues); and TCU Presidents/Leadership (shared governance, the roles of governing boards, presidents and faculty leaders, and succession planning).

#### **III. Financial Management and Accountability**

There is an ongoing need for TCUs to develop and/or enhance their understanding of financial data, funding and resource allocation best practices. A workshop series will be offered through an annual meeting for all TCU chief financial officers.

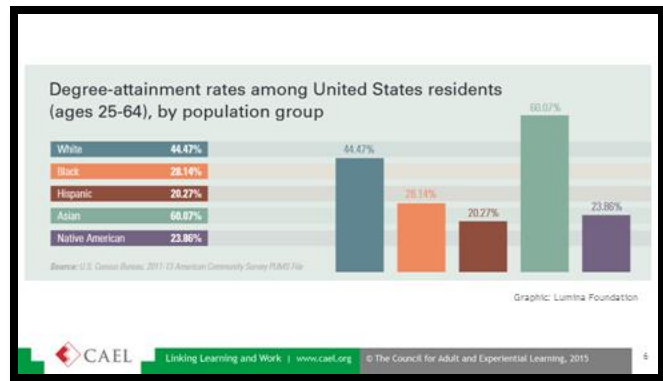
**DRAFT: TCU Adult Student Success Initiative (TASSI)**  
**AIHEC/CAEL**  
**March 2016**

**Summary**

The Council for Adult and Experiential Learning (CAEL) and the American Indian Higher Education Consortium (AIHEC) propose a systemic initiative for developing the capacity of the nation’s Tribal Colleges and Universities (TCUs) to support and increase completion rates of adult learners in tribal communities. This joint project will provide TCUs a mechanism for acknowledging the learning that adults bring to their academic programs through competency-based learning and prior learning assessment, while at the same time assisting the TCUs in strengthening their adult learning and completion focus.

**Background**

Tribal Colleges are currently producing an American Indian workforce that includes Head Start teachers, elementary and secondary school teachers, agriculture and land management specialists, engineers, computer programmers, and nurses. For example, Oglala Lakota College and Salish Kootenai College graduate more American Indian nurses than any other institutions of higher education. Thirteen TCUs offer baccalaureate degrees in education, environmental science, computer science, and more. Five TCUs offer master’s degrees, and all of the TCUs offer certificate and associate degrees in high-demand fields. They provide culturally-relevant curricula, extended family support systems, community education and outreach services, strong K-12 partnerships, including educational enrichment for American Indian and Alaska Native children and youth, and economic development strategies that are helping tribes address the socioeconomic challenges they face. Still, with less than one-quarter of adult American Indians/Alaska Natives in the U.S. earning a 2- or 4-year degree (compared to nearly 44 percent of White adults), much more can and must be done to ensure that TCU programs are more accessible to adult learners and more responsive to their employment goals and opportunities. This is particularly important in the context of the national goal to lead the world in the number of college graduates by 2020, or the more ambitious Lumina Foundation Goal 2025: by 2025, 60 percent of *all* Americans will hold a college degree, certificate, or credential. To achieve this goal, American Indian and Alaska Native degree attainment rates must rise nearly 40 percent in many states with TCUs, including New Mexico and South Dakota, for example, where current attainment rates are 20 and 22 percent respectively.



**Phase I**

a) *Introductory Webinar:* The CAEL- AIHEC TASSI project will begin with a webinar for all interested TCU administrators, staff and faculty that will describe the TASSI project with a focus on the CBE model and the ALFI process. Each college will identify a point of contact who will coordinate the administration of the Adult Learning Focused Institution (ALFI) assessment process, which was created by CAEL in 2003 with funding from Lumina Foundation.

b) *ALFI process*: Each participating TCU will engage in the ALFI process. Two surveys will be administered, one completed by administrators and faculty and a second survey completed by adult students. Both surveys are designed to assess the institution's responsiveness to the needs of adult learners in nine categories:

- Outreach
- Life and career planning
- Financing
- Assessment of learning outcomes
- Teaching-learning process
- Student support systems
- Technology
- Strategic partnerships
- Transitions

The two surveys will be analyzed and a report will be generated describing the institution's strengths and weaknesses in these areas, comparing the administrators' and students' perspectives. Areas for improvement will be identified and a blueprint for change created and shared with each TCU.

c) *Competency Based Education "Jumpstart"*: All participating TCUs will host a CBE "Jumpstart" workshop for their campus community. Developed with funding from the Lumina Foundation, the CBE "Jumpstart" workshop provides the college an overview of CBE and the steps to be taken should the institution decide to implement the CBE model in any of its academic programs.

d) *Prior Learning Assessment Funding*: During Phase I of the project, AIHEC will work with CAEL and the Bureau of Indian Education to develop a funding strategy that would be put in place by the BIE to minimize the cost of the prior learning assessment to TCUs and their students. The strategy will ensure that adult students do not face financial obstacles that may prevent them from taking advantage of the opportunity to use prior learning assessment to accelerate completion of a degree program.

## **Phase II**

a) *ALFI Technical assistance*: The outcomes of the ALFI assessment process will provide the basis for a customized technical assistance plan developed for each participating TCU, based on the specific support needs for implementing their roadmap for change. TCU administrators will work with Cael's staff and consultants to finalize their plan, which would include implementing an effective prior learning assessment (PLA) program; making better use of technology for teaching and learning and support services; improving career counseling for adults; building strategic alliances with community and industry stakeholders; and other specialized approaches.

A priority for CAEL TA providers will be to work with each institution to develop or modernize its PLA program; helping the institution transition to using CAEL's LearningCounts online PLA assessment service; and/or training faculty in how to identify and assess learning for college credit. Since the average age of TCU students is 28, many of them are likely to have learning from outside the classroom that would make them good candidates for PLA, which would help to accelerate their degree completion.

b) *CBE Implementation support*: Tribal colleges choosing to implement CBE will receive assistance in developing a competence framework for chosen courses and programs, identifying or creating

assessments, orienting faculty and staff, and marketing the CBE program. Each TCU pursuing CBE implementation will be asked to identify a CBE coordinator whose responsibility will be to project manage the implementation process. All of the TCU CBE coordinators will meet regularly by webinar to share experiences, particularly successful strategies for facilitating the CBE adoption process. This community of CBE practice will facilitate accountability and collaboration among CBE implementers across TCUs and will generate a knowledge base of CBE implementation best practices at the colleges.

c) *Career Advisement Training*: Adult students have needs that are different from those of traditional age students, and CAEL has found that many advisors do not understand how to address their concerns. For over 10 years, CAEL has been providing customized onsite training for advisors and faculty members who serve in this role to increase their effectiveness. In general, advisors do not do a good job of relating academic programs to careers, and they do not know where and how to access information on the types of jobs that are growing, those that are disappearing, and what competencies and skills are needed. In fact, career advising is the service frequently rated as the most unsatisfactory among the ALFI-surveyed areas.

To address this need, CAEL created a 12-week on-line certification course for advisors that provides in-depth information on topics related to adult learners. A customized version of the course that includes content specific to the challenges of advisors and faculty at the TCUs, including content addressing the unique needs of military veterans, will be developed and offered online to TCU student support staff. The course will provide specific strategies for advisors in helping TCU students choose and complete their programs. The course will include a focus on helping advisors use local labor market information so they can better provide students information about specific job and career options and the specific competencies required by them.

### **Expected outcomes**

- a) Increased enrollments at TCUs
- b) Accelerated completion rates
- c) Higher employment rate of graduates

Together CAEL and AIHEC will work with the individual TCUs to put in place the academic and student support practices that will lead to a significant increase in recruitment and degree completion among adult learners at the higher education institutions accessible to the majority of reservation-based American Indians and Alaska Natives.



## AIHEC BOARD OF DIRECTORS MEETINGS

DATE	MEETING	LOCATION
March 14-16, 2016	<i>AIHEC 2016 Student Conference</i>	<i>Minneapolis Convention Center Minneapolis, MN</i>
July 12-14, 2016	<b>AIHEC Summer 2016 Board Meeting</b>	Denver, CO (w/AICF on July 14 afternoon)
Oct. 6-9, 2016	<b>AIHEC Fall 2016 Board Meeting</b>	New Orleans, LA (w/ACCT for GISS on Oct. 8-9)
February 6-9, 2017	<b>AIHEC 2017 Winter Meeting</b>	Washington, D.C.
March 16-18, 2017	<b>AIHEC Spring 2017 Board Meeting</b>	Best Western Ramkota Hotel & Conference Center Rapid City, SD
March 19-21, 2017	<i>AIHEC 2017 Student Conference</i>	<i>Best Western Ramkota Hotel &amp; Conference Center Rapid City, SD</i>
July 13-15, 2017	<b>AIHEC Summer 2017 Board Meeting</b>	TCU venue
Oct. 5-7, 2017	<b>AIHEC Fall 2017 Board Meeting</b>	Caribe Royale Orlando, FL (w/NIEA)
Oct. 4-7, 2017	<i>NIEA Annual Conference</i>	<i>Caribe Royale Orlando, FL</i>
February 12-15, 2018	<b>AIHEC 2018 Winter Meeting</b>	Washington, D.C.
Spring 2018	<b>AIHEC Spring 2018 Board Meeting</b>	Bismarck Event (Civic) Center Bismarck, North Dakota
Spring 2018	<i>AIHEC 2018 Student Conference</i>	<i>Bismarck Event (Civic Center Bismarck, North Dakota</i>

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**BARBARA GELLMAN-DANLEY,  
PRESIDENT  
HIGHER LEARNING COMMISSION**

Barbara Gellman-Danley assumed the Presidency of the Higher Learning Commission on July 7, 2014. She succeeded former Commission president Sylvia Manning, who served from 2008 until her retirement in 2014.



Prior to joining the Commission, Dr. Gellman-Danley was the president of the University of Rio Grande/Rio Grande Community College from 2009-2014. She has also served as a vice chancellor at the Ohio Board of Regents, president at Antioch University McGregor, vice president at Monroe Community College, and vice chancellor of the Oklahoma State Regents for Higher Education. Her past involvement with the Commission includes serving as a peer reviewer for 10 years.

Dr. Gellman-Danley holds a Bachelor of Science from Syracuse University, a Master of Library Science from Simmons College, a Master of Business Administration from Oklahoma City University, and a Ph.D. in Communication from the University of Oklahoma. She also did postgraduate work at New York University and earned continuing education from Cornell University, Harvard University, and the University of Chicago.

**PAMALA TATE**  
**PRESIDENT & CEO**  
**COUNCIL FOR ADULT & EXPERIENTIAL**  
**LEARNING**



Since becoming President and CEO of CAEL in 1990, Pamela Tate has become nationally and internationally recognized for her work within the higher education, public, and private sectors to make it easier for adults to get the education and training they need to succeed and to remain employable.

She is also known for helping colleges and universities develop Prior Learning Assessment programs and improve the quality of their services for working learners. Pam has worked with employers on tuition assistance policy, implementation of career and educational advising for employees, and exemplary practices in employee learning and development. She has led CAEL in the development of projects that unite business, government, labor and postsecondary education to address workforce skill shortages - resulting in industry-sponsored degree and certificate programs on-line, industry-wide career pathways programs, and regional lifelong learning and talent development initiatives. As a speaker and presenter, she is regularly sought out for her vision and insights into adult learning and workforce development and their vital relationship to the future of the economy.

In 1996, Pam was acknowledged for a career devoted to expanding lifelong educational opportunities for adults with the Doctor of Humane Letters honoris causa, conferred by SUNY Empire State College in Saratoga Springs, New York. She also received honorary doctorate degrees in humane letters from DePaul University's School for New Learning in 2005 and from Thomas Edison State University in 2007. In 2011, she received the degree of Doctor of Public Service honoris causa from St. Leo University. In 2013, Pam was awarded the President's Medal from Excelsior College in recognition of her continued dedication to expanding opportunities for adult learners.

Among Pam's numerous professional activities, she currently serves on the Board of Trustees for Excelsior College, and is a member of the Commission on Quality Assurance and Alternative Higher Education, formed in 2013 by the Council for Higher Education Accreditation. Pam completed her doctoral coursework at the University of Pennsylvania, Annenberg School of Communications, and earned master's degrees in both English and Journalism from the University of Illinois at Champaign.

**Adult Student Success**

Pamela Tate  
CEO and President  
CAEL  
March 13, 2016



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**CAEL's Overarching Goal:**

**Meaningful Learning, Credentials, and Work for Every Adult**

Assure no adult learners are left behind in the pursuit of meaningful skills, credentials and work.

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**What Is CAEL?**

- Council for Adult and Experiential Learning
- A 501(c)(3) non-profit, international organization with 42 years of lifelong learning experience
- National leader in Prior Learning Assessment (PLA) and Competency-Based Education best practices, research, and publishing
- Dedicated to removing barriers to adult learning
- Standards recognized by regional accrediting bodies

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## Why are we talking about adults?



Linking Learning and Work | [www.cael.org](http://www.cael.org)

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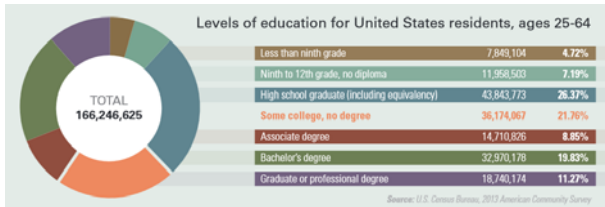
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## Some college, no degree

Levels of education for United States residents, ages 25-64



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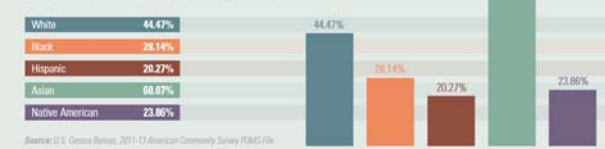
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## Degree-attainment rates among United States residents (ages 25-64), by population group



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## Today's College Students Are...

**BALANCING MULTIPLE RESPONSIBILITIES**

**75%** **THREE-QUARTERS** OF COLLEGE STUDENTS ATTEND SCHOOL ONLY PART-TIME.

**40 PERCENT** ATTEND SCHOOL ONLY PART-TIME.

**19 HOURS PER WEEK**

**40 PERCENT** WORK 20 OR MORE HOURS PER WEEK.

**OLDER AND MORE RACIALLY DIVERSE**

**38 PERCENT** OF ALL U.S. UNDERGRADUATES ARE OLDER THAN 25.

**TRIPLED** EMPLOYMENT AMONG UNDERGRADUATES SINCE THE EARLY 1990s.

**72 PERCENT** AND BLACK STUDENT ENROLLMENT GREW BY 72 PERCENT.

THE STUDENTS THAT MOST DO AS HAVE OF COLLEGE ENROLLMENT IN THE PAST FEW YEARS ARE OLDER THAN 25. HALF OF ALL UNDERGRADUATES ARE OLDER THAN 25. ENROLLMENT AMONG UNDERGRADUATES SINCE THE EARLY 1990s. AND BLACK STUDENT ENROLLMENT GREW BY 72 PERCENT.

To view all sources for data used in this document, please visit [www.luminafoundation.org/todays-students-citations](http://www.luminafoundation.org/todays-students-citations).

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## Today's College Students...

**FINANCIALLY SUPPORT THEMSELVES... AND OFTEN STRUGGLE TO MAKE ENDS MEET**

**4.8 MILLION** UNDERGRADUATE STUDENTS ARE WORKING, AND OF THOSE, 49 PERCENT HAVE NO MONEY TO CONTRIBUTE TO THE COST OF COLLEGE.

**88 PERCENT** OF UNDERGRADUATE STUDENTS HAVE FINANCIAL CONCERNS AND 74 PERCENT OF THOSE ARE FULL-TIME STUDENTS.

**LESS LIKELY TO GRADUATE**

**2X** STUDENTS WITH ADDITIONAL DEPENDENTS, WHOSE FAMILY INCOME IS LOW, ARE TWICE AS LIKELY TO DROP OUT OF SCHOOL.

**A QUARTER OF PART-TIME STUDENTS** ARE TWICE AS LIKELY TO DROP OUT OF SCHOOL.

STUDENTS WITH ADDITIONAL DEPENDENTS, WHOSE FAMILY INCOME IS LOW, ARE TWICE AS LIKELY TO DROP OUT OF SCHOOL. AND ONLY A QUARTER OF PART-TIME STUDENTS ARE TWICE AS LIKELY TO DROP OUT OF SCHOOL.

To view all sources for data used in this document, please visit [www.luminafoundation.org/todays-students-citations](http://www.luminafoundation.org/todays-students-citations).

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### Characteristics of the Adult Learner

- Delayed enrollment in postsecondary education beyond the first year after high school graduation
- Attends part time
- Is financially independent from parents
- Works full time
- Has dependents other than a spouse
- Is a single parent
- Has no high school diploma or GED

Susan Choy, *Nontraditional Undergraduates* (Washington, DC: U.S. Department of Education, National Center for Education Statistics, 2002).

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## Strengthening Your Adult Learner Focus

CAEL's Adult-Learning Focused Institution (ALFI) toolkit demonstrates that colleges can take specific steps in teaching and learning, **assessment of prior learning** and student services to improve access, retention and success for adult learners.

Offers a "moment in time" view of the institution's performance from the perspectives of the adult learners and the internal institutional members.

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## The ALFI Process Offers

- Insights based on conversations between institutional members focused on adult learners
- Analytic comparisons with other similar institutions
- When completed across institutions, the opportunity to inform consortium-wide responses and changes

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## Principles for Effectively Serving Adult Learners

 OUTREACH	 LIFE & CAREER PLANNING	 FINANCING	1. Outreach
 TEACHING-LEARNING PROCESS	 STUDENT SUPPORT SYSTEMS	 TECHNOLOGY	2. Life & Career Planning
 ASSESSMENT OF LEARNING OUTCOMES	 STRATEGIC PARTNERSHIPS	 TRANSITIONS	3. Financing
			4. Assessment of Learning Outcomes
			5. Teaching/Learning Process
			6. Student Support Systems
			7. Technology
			8. Strategic Partnerships
			9. Transitions

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## All of the Principles

Integrated - they work together

Indivisible - they form a whole

Imperative - not just a "good idea"

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## How to Use the Data

- Compare perceptions of students with faculty, staff and administrators
- Create a shared mental model
- Understand your institution's strengths and challenges
- Plan strategic priorities
- Identify specific steps to take
- Support budget requests
- Inform reports/evaluations /grants

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## What is Prior Learning Assessment?

Prior Learning Assessment is the process for evaluating knowledge and skills to award college credit for learning from:

On-the-job training

Independent Study

Military and Volunteer Service

Training Courses and/or Certifications

Work Experience

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### Prior Learning Assessment Can Help Students

Save Time      Save Money      Graduate Faster

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### 2.5X

Baccalaureate students are 2.5X times more likely to persist to graduation

#### CAEL Research Tells Us Credit for Lifelong Learning Helps

Category	Did not earn PLA credit (n=46,881)	Earned PLA credit (n=15,594)
Did not earn degree or credential	78%	44%
Other	1%	0%
Earned Bachelor's Degree	13%	43%
Earned Associate's Degree	8%	13%

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### The Variety of PLA Methods

Evaluated Non-College Training      Industry Recognized Certificates      Standardized Tests      Student Portfolios      College Credit, College Completion

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### Key CAEL Standards

Credit is for LEARNING, not for experience

Subject matter experts make credit recommendations

Any fees are for assessment, not for the amount of credit awarded

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### Getting to Scale with PLA

- Not enough colleges granting credit for prior learning, and even when they do, marketing to students is weak
- Adult learners are not aware of PLA so they often repeat what they already know
- Need for consistent application of CAEL standards
- Need for a national, accessible online approach
- Requires faculty experts nationwide for portfolio review using CAEL portfolio assessment rubric for high quality assessments

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### What is CAEL's LearningCounts Service?

Online Portfolio Development Course

Portfolio Tool and Guidance

Individualized Assessment by Faculty

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College Credit Predictor

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Portfolio Development Course Details

- Delivered via LearningCounts LMS
- Sections of 25 students or fewer
- All individual assignments (no group work)
- Textbook is included in the course
- Students can order a printed textbook:  
<http://www.kendallhunt.com/cael/>

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Competency-Based Education

- Measures what students learned, not how much time spent in a classroom
- Instruction customized to meet students where they are
- Does not need to be based on the credit hour, but usually is
- Many CBE programs include PLA

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## Defining Competencies

- Beyond learning outcomes
- Not just skills and knowledge, but also the ability to apply learning in different situations
- Specific in terms of levels of performance
- Objectively measured
- Holistic

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## What is a Competency

Knowledge + Skill = Competency

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## Why Competencies?

### Quality

- Clearly define what graduates are expected to know and do
- Communicate these expectations to students, employers and other stakeholders. *(Provides transparency)*

Some say an important reason to do it is to accelerate progress toward a degree and thereby reduce the cost

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## Competency-Based Assessment

- Hybrid Models
  - Most popular
    - 1 Competency Unit = 1 Credit Hour
    - Still have course organization
- Direct Assessment Model (fewer than ten institutions using this approach)
  - Such as College for America
    - Totally divorced from the credit hour and seat time.
    - Competencies established first, then built out how they could be attained




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### Best Practices in Assessment of Learning Outcomes: Competency-Based Programs

- CBE Jumpstart - CAEL and Lumina
- The Incubator - Educause and Gates Foundation
- C-BEN - Public Agenda and Lumina
- Quality Collaboratives and GEMs - AAC&U and Lumina, Hewlett and Gates
- Hundreds of colleges across the country starting CBE initiatives

Resources:  
Competency-Based Education Readiness Assessment


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### What is the Difference between CBE and PLA?

- They are not the same
- But are based on the same principles
- In practice, they are ideal companion tools to help adults complete


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## What CBE and PLA Have in Common

A common philosophy

- Value what a student knows and is able to do, regardless of how or where the student learned it

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## What CBE and PLA Have in Common

Shared Approach to Learning Assessment

- Clearly defined learning outcomes
- Uniform process of assessment against pre-determined criteria

Operational compatibility, existence on a continuum

- Most CBE programs integrate some form of PLA in order to recognize extra-institutional learning
- PLA can be a gateway to a CBE program

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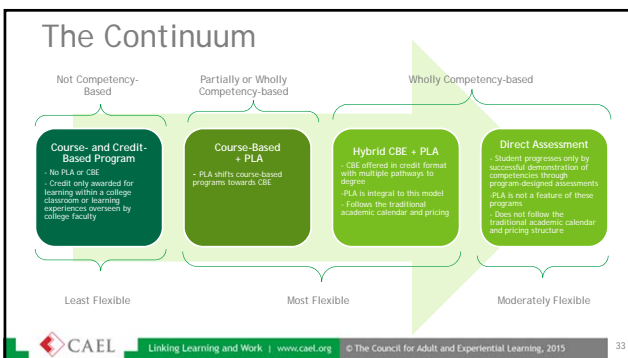
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Let's help college students across the state and country complete their degree and succeed!

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114TH CONGRESS  
2D SESSION

# S. 2564

To modernize prior legislation relating to Diné College.

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## IN THE SENATE OF THE UNITED STATES

FEBRUARY 23, 2016

Mr. FLAKE (for himself, Mr. MCCAIN, Mr. UDALL, and Mr. HEINRICH) introduced the following bill; which was read twice and referred to the Committee on Indian Affairs

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## A BILL

To modernize prior legislation relating to Diné College.

1       *Be it enacted by the Senate and House of Representa-*  
2       *tives of the United States of America in Congress assembled,*

3       **SECTION 1. SHORT TITLE.**

4       This Act may be cited as the “Diné College Act of  
5       2016”.

6       **SEC. 2. FINDINGS.**

7       Congress finds that—

8               (1) the Treaty between the United States of  
9       America and the Navajo Tribe of Indians, done at  
10       Fort Sumner, New Mexico, June 1, 1868 (15 Stat.

1 667), provides for the education of the citizens of  
2 the Navajo Nation;

3 (2) the Navajo Nation created and chartered  
4 the Navajo Community College by Resolution CN-  
5 95-68 as a wholly owned educational entity of the  
6 Navajo Nation;

7 (3) in 1971, Congress enacted the Navajo Com-  
8 munity College Act (25 U.S.C. 640a et seq.);

9 (4) the Navajo Nation officially changed the  
10 name of the Navajo Community College to “Diné  
11 College” by Resolution CAP-35-97; and

12 (5) the purpose of Diné College is to provide  
13 educational opportunities to the Navajo people and  
14 others in areas important to the economic and social  
15 development of the Navajo Nation.

16 **SEC. 3. PURPOSE.**

17 The purpose of this Act is to ensure that the Navajo  
18 Nation and Navajo people—

19 (1) exercise their right to self-determination,  
20 particularly in matters relating to the internal and  
21 local affairs of the Navajo Nation;

22 (2) maintain and strengthen distinct institu-  
23 tions of higher education through the teaching of the  
24 Navajo language, culture, traditions, and history;  
25 and



1           (3) improve the economic and social conditions  
2 of the Navajo Nation and Navajo people through  
3 higher education and postsecondary vocational train-  
4 ing.

5 **SEC. 4. DEFINITIONS.**

6 In this Act:

7           (1) **APPROPRIATE COMMITTEES OF CON-**  
8 **GRESS.**—The term “appropriate committees of Con-  
9 gress” means—

10                   (A) the Committee on Indian Affairs and  
11 the Committee on Appropriations of the Senate;  
12 and

13                   (B) the Committee on Natural Resources,  
14 the Committee on Education and the Work-  
15 force, and the Committee on Appropriations of  
16 the House of Representatives.

17           (2) **COLLEGE.**—The term “College” means  
18 Diné College.

19           (3) **INFRASTRUCTURE.**—

20                   (A) **IN GENERAL.**—The term “infrastruc-  
21 ture” means the buildings, water and sewer fa-  
22 cilities, roads, and information technology and  
23 telecommunications infrastructure of the Col-  
24 lege.

1 (B) INCLUSIONS.—The term “infrastruc-  
2 ture” includes classrooms and external matters  
3 such as walkways.

4 (4) OPERATION AND MAINTENANCE.—The term  
5 “operation and maintenance” means—

6 (A) costs and expenses associated with the  
7 customary daily operation of the College; and

8 (B) necessary maintenance costs of the  
9 College.

10 (5) RENOVATION AND REPAIR.—The term “ren-  
11 ovation and repair” means modernization and im-  
12 provement to the infrastructure.

13 (6) SECRETARY.—The term “Secretary” means  
14 the Secretary of the Interior.

15 **SEC. 5. SURVEY, STUDY, AND REPORT.**

16 (a) IN GENERAL.—

17 (1) SURVEY, STUDY, AND REPORT.—Not later  
18 than January 31, 2017, in accordance with sub-  
19 section (b), the Secretary shall conduct, and submit  
20 to the appropriate committees of Congress a report  
21 on the results of, a detailed survey and study of all  
22 capital projects and facility needs of the College.

23 (2) INCLUSIONS IN REPORT.—The report de-  
24 scribed in paragraph (1) shall include—

1 (A) recommendations by the Secretary;  
2 and

3 (B) any recommendations or views sub-  
4 mitted by the College or the Navajo Nation re-  
5 garding the capital projects and facility needs  
6 of the College.

7 (b) INVENTORY.—

8 (1) IN GENERAL.—Not later than August 1,  
9 2016, the College shall prepare and submit to the  
10 Secretary an inventory that identifies the renova-  
11 tions and repairs necessary to meet—

12 (A) health and safety standards; and

13 (B) any other requirements the College de-  
14 termines necessary.

15 (2) USE OF INVENTORY.—The Secretary shall  
16 use the inventory described in paragraph (1) as  
17 baseline data to inform the survey, study, and report  
18 under subsection (a).

19 (c) ADMINISTRATIVE EXPENSES.—The Secretary  
20 may use to carry out this section amounts made available  
21 to the Secretary in general administrative appropriations.

22 **SEC. 6. GRANTS AUTHORIZED.**

23 (a) CONSTRUCTION GRANTS.—

24 (1) IN GENERAL.—The Secretary shall make  
25 grants to the College for construction activities, in-

1 including the renovation and repair or construction of  
2 buildings, water and sewer facilities, roads, informa-  
3 tion technology and telecommunications infrastruc-  
4 ture, classrooms, and external structures (such as  
5 walkways) identified in the survey, study, and report  
6 under section 5.

7 (2) AUTHORIZATION OF APPROPRIATIONS.—

8 There is authorized to be appropriated to the Sec-  
9 retary to carry out paragraph (1) \$2,000,000 for  
10 each of fiscal years 2017 through 2020, to remain  
11 available until expended unless otherwise provided in  
12 an appropriations Act.

13 (b) OPERATION AND MAINTENANCE GRANTS.—

14 (1) IN GENERAL.—The Secretary shall make  
15 grants to the College for operation and maintenance  
16 activities, including—

17 (A) basic, special, developmental, voca-  
18 tional, technical, and special handicapped edu-  
19 cation costs;

20 (B) annual capital expenditures, including  
21 equipment needs, minor capital improvements  
22 and remodeling projects, physical plant mainte-  
23 nance and operation costs, and an exceptions  
24 and supplemental needs account;

25 (C) summer and special interest programs;

1 (D) major capital improvements, including  
 2 internal capital outlay funds and capital im-  
 3 provement projects;

4 (E) mandatory payments, including pay-  
 5 ments due on bonds, loans, notes, or lease pur-  
 6 chases;

7 (F) supplemental student services, includ-  
 8 ing student housing, food service, and the provi-  
 9 sion of access to books and services; and

10 (G) improving and expanding the College,  
 11 including by providing for the Navajo people  
 12 and others in the community of the College—

13 (i) higher education programs;

14 (ii) career and technical education;

15 (iii) activities relating to the preserva-  
 16 tion and protection of the Navajo lan-  
 17 guage, philosophy, and culture;

18 (iv) employment and training opportu-  
 19 nities;

20 (v) economic development and commu-  
 21 nity outreach; and

22 (vi) a safe learning, working, and liv-  
 23 ing environment.

24 (2) AUTHORIZATION OF APPROPRIATIONS.—

25 There are authorized to be appropriated to the Sec-

1       retary to carry out paragraph (1) such sums as are  
 2       necessary for each of fiscal years 2017 through  
 3       2020, to remain available until expended unless oth-  
 4       erwise provided in an appropriations Act.

5       **SEC. 7. STATUS OF FUNDS.**

6       Amounts made available to the College under this Act  
 7       may be treated as non-Federal, private funds of the Col-  
 8       lege for purposes of any provision of Federal law that re-  
 9       quires that non-Federal or private funds of the College  
 10      be used in a project for a specific purpose.

11      **SEC. 8. EFFECT ON OTHER LAWS.**

12      This Act supersedes—

13           (1) the Navajo Community College Act (25  
 14      U.S.C. 640a et seq.);

15           (2) the Navajo Community College Assistance  
 16      Act of 1978 (25 U.S.C. 640a note; Public Law 95–  
 17      471); and

18           (3) the Navajo Nation Higher Education Act of  
 19      2008 (25 U.S.C. 640a note; Public Law 110–315).

20      **SEC. 9. CONTINUING ELIGIBILITY FOR OTHER FEDERAL**  
 21                           **FUNDS.**

22      Except as explicitly provided in other Federal law,  
 23      nothing in this Act precludes the eligibility of the College  
 24      to receive Federal funding and resources under any pro-  
 25      gram authorized under—

1           (1) the Higher Education Act of 1965 (20  
2 U.S.C. 1001 et seq.);

3           (2) the Equity in Educational Land-Grant Sta-  
4 tus Act of 1994 (7 U.S.C. 301 note; Public Law  
5 103–382); or

6           (3) any other applicable program for the benefit  
7 of institutions of higher education, community col-  
8 leges, or postsecondary educational institutions.

○



February 25, 2016

Michael C. Parish, President  
Bay Mills Community College  
12214 W. Lakeshore Drive  
Brimley, MI 49715

Dear Presidents:

I write to ask your support of a legislative proposal to modernize the Tribally Controlled Colleges and Universities Act (Act). Since 1978, the Act has helped us all provide new on-campus higher education opportunities to tribal members. The on-campus model for tribal colleges and universities (TCUs) must be protected; however, the time has come to recognize that higher education is increasingly accessed through distance learning. As such, I would be grateful if you would review and consider supporting our legislative proposal.

The Higher education itself is changing and has become very competitive. However, while the TCU model must always revolve around affordable on-campus education for tribal members in their communities, we all must acknowledge that distance learning has allowed non-tribal institutions to siphon students away from TCUs. This is why our legislative proposal is timely, and makes sense. It recognizes that digital learning is critical to the long term sustainability of small colleges and universities, a fact that is true even in places where access to the internet is not yet, but will soon be, fully available.

Our proposed amendment would modify the requirements for TCU eligibility to stipulate that a majority of an institution's *on-campus*, as opposed to overall student population, must be "Indian". All other requirements for TCU status would remain the same, so this proposal would simply require TCUs to maintain a predominantly native student campus while creating flexibility to expand online offerings. In essence, the proposed amendment, which is explained in the attachment, would bolster TCUs online course offerings to all students without jeopardizing the inherently tribal character of the school or its funding under the Act. We firmly believe that this amendment is necessary to maintain competitiveness with other institutions that offer distance learning and we would be grateful for your feedback on whether you can support this initiative, ideally before the AIHEC meeting in March where we would like to address the proposal.

Please feel free to contact me at 906-248-3354, or our attorney, Michael Rossetti at 202-887-4311 if you have any questions or would like to discuss this proposal further. Thank you!

Sincerely,  
Mickey Parish  
President, Bay Mills Community College

cc: Michael Rossetti  
Carrie L. Billy, Meg Goetz

Enclosures.



## **Support an Amendment to the Tribally Controlled Colleges and Universities Assistance Act of 1978 to Achieve 21<sup>st</sup> Century Higher Education in Indian Country**

The Tribally Controlled Colleges and Universities Assistance Act (Act) was enacted in 1978 to authorize the provision of federal assistance to institutions of higher education that are controlled or sanctioned by the governing body of tribal nations. When enacted, the only tribally controlled college or university (TCU) was the Dine College, located on the Navajo Reservation. Today, there are thirty-six TCUs that educate students in fourteen states. All of these colleges are driven by the mission of serving native students and their tribal communities. However, the landscape of higher education has changed dramatically since 1978. As a result, institutions of higher education are increasingly serving students through a combination of classroom and online education. By all accounts, the Act has positively impacted Indian Country but modernizing the Act would ensure that TCUs can compete in the 21<sup>st</sup> Century and continue to provide affordable higher education opportunities in their tribal communities and beyond.

TCUs offer courses ranging from traditional offerings to a distinctive blend of indigenous culture and contemporary studies. Most importantly, TCUs promote academic achievement among students who may not have achieved academic success in high school but whose potential can be transformed, preparing them as to succeed in small businesses and as community leaders. The Act allows eligible TCUs to receive financial assistance for the education of native students. However, enrollment at TCUs is not restricted to native students even though financial assistance under the Act is only available for those meeting the statutory definition of an “Indian student.” *See* 25 U.S.C. § 1801(7). An institution of higher education may statutorily qualify as a TCU and receive support for enrolled native students if the school is 1) governed by a board of directors, or a board of trustees a majority of whom are native; 2) demonstrates adherence to stated goals, a philosophy, or a plan of operation which is directed to meet the needs of Indians; 3) if in operation for more than one year, has majority of native students; and 4) is either accredited or making reasonable process to accreditation. 25 U.S.C. § 1804.

Thanks to the Act, institutions of higher education located in Indian Country offer a unique alternative to the pathway to a four year college that does not exist in many rural, urban, and low-income communities. Indeed, twenty-nine out of thirty-six TCUs are two year institutions while only seven TCUs offer four year programs. Further, the rural nature of most TCU campuses has led many to collaborate with regional universities or other similarly situated institutions of higher learning through distance education. However, in a 21<sup>st</sup> century world that is increasingly driven by digital and mobile technology, TCUs now find themselves competing with other non-tribally controlled institutions of higher education that offer distance learning on a large scale. TCUs see distance learning opportunities as

central to maintaining their strength as educational institutions, but they face statutory limitations that have become obsolete over time.

The primary purpose of TCUs has been and always will be to ensure that native students pursuing higher education are able to do so at an institution whose mission is to serve native students. Opportunities for higher education in Indian Country are changing but the traditional in-classroom experience must remain as a constant for those students whose circumstances do not permit distance learning or the typical four year college experience. At the same time, the emergence of flexible methods for delivering post-secondary education, such as distance learning, should not hold back the development of TCUs seeking to expand their reach while maintaining primary on-campus mission.

The Act was enacted with the traditional on-campus educational experience in mind but education is always driven by innovation and identifying the most effective teaching methods. Today, nearly forty years after enactment, the landscape of higher education looks vastly different than it did in 1978 and has pivoted towards the 21<sup>st</sup> century's growing reliance on technology. Innovation and on-campus education are not mutually exclusive, however, and that is why a coalition of TCUs are seeking to amend the Act to require any TCU seeking assistance under the statute to maintain a majority of native students enrolled in on-campus classes. The amendment would permit TCUs to enroll any number of non-native and native students for distance learning programs while not just ensuring the continued existence of on-campus offerings but also requiring that those offerings be used by a majority of native students. In this way, the core concept of the Act, the promotion of college campuses geared towards tribes that provide post-secondary education opportunities to their tribal members, can be balanced with the need for these same schools to attract students from other areas who also may not have access to the traditional college experience.

The proposed amendment would not expand funding to TCUs or expand the class of students for whom a TCU can seek federal funding under the Act. To the contrary, the proposal would ensure that TCUs retain their inherent tribal focus while giving those schools an opportunity to provide the same quality education to non-traditional students and other students who desire a degree but for whom the cost of commuting is prohibitive.

The Act has paved the way for TCUs to serve students in tribal communities and beyond since 1978. In 2015, the higher education model is changing but TCUs cannot fully embrace distance learning without jeopardizing eligibility under the Act. The proposed amendment to the Act is supported by a coalition of TCUs and would facilitate a 21<sup>st</sup> century approach to tribal higher education while renewing support for the promotion of on-campus educational opportunities for native students.

Support an Amendment to the Tribally Controlled Colleges and Universities Assistance Act of 1978 to Achieve 21<sup>st</sup> Century Higher Education in Indian Country.

Under this proposal, 25 USC 1804, which pertains to grant eligibility, could be amended to require that the applicant school, “if in operation for more than one year, has on-campus students, a majority of whom are Indians.” The proposed language, which is bolded and underlined in the preceding sentence, would simply provide that the majority Indian student count is based entirely on the total of on campus students, which we understand would not be an issue for the college.

Under the “on-campus” approach described immediately above, the requirements for receiving a grant as a tribally controlled college under 25 USC 1804 would read as follows:

“To be eligible for assistance under this subchapter, a tribally controlled college or university must be one which—

- (1) Is governed by a board of directors or board of trustees a majority of which are Indians;
- (2) Demonstrates adherence to stated goals, a philosophy, or a plan of operation which is directed to meet the needs of Indians;
- (3) If in operation for more than one year, has on-campus students, a majority of whom are Indians; and
- (4) (A) is accredited by an nationally recognized accrediting agency or association determined by the Secretary of Education to be a reliable authority with regard to the quality of training offered; or  
(B) According to such an agency or association, is making reasonable progress toward accreditation. “

American Indian Higher Education

Grants and Contracts

Grant Name	Funding Type	Title/Purpose	CFDA Number Grant Number	Grant Period Budget Period	Award Amount	Awarded Current Grant Year(Budget)	Current Year Disbursement / Expenditures (Actual)	Unexpended Balance	Indirect Expense/Credit
Bureau of Indian Education (BIE)	Federal	Technical Assistance	N/A	07/01/2014 - 06/31/2015	\$ 601,000.00	\$ 601,000.00	\$ (193,069.00)	\$ 407,931.00	\$ (36,036.00)
Bureau of Indian Education (BIE)	Federal	Supports TCUs to conduct a range of enrichment and intervention strategies with their local BIE K-16 feeder schools.	A15AC00022 to conduct a range of enrichment and intervention strategies with their local BIE K-16 feeder schools.	2/2/2015 - 1/31/2017	\$ 995,804.00	\$ 995,804.00	\$ (419,948.00)	\$ 575,856.00	\$ (12,695.00)
NASA - OSSI	Federal	NASA AIHEC One Stop Shopping Initiative. Recruitment and support of TCU students applying to NASA for participation in internship programs.	43.188 NNX10AG69A	04/01/2010 - 03/31/2016 04/01/2015 - 03/31/2016	\$ 899,689.51	\$ 168,167.33	\$ (131,819.00)	\$ 36348.33	\$ (9,750.00)
NARCH- Health and Human Services	Federal	NARCH: Development of TCU behavioral health research and education programs. Supports faculty development, faculty release time, student researchers and student professional development	93.933 U261HS0083-01-00	09/30/2013 - 09/29/2018 10/01/2014 - 09/29/2015 5 Year total not available	\$ 1,913,925.00	\$ 983,483.00	\$ (568,098.00)	\$ 415,385.00	\$ (35,745.00)
National Science Foundation	Federal	Indigenous Evaluation Framework: Research and Capacity Building Supports implementation of the Indigenous Evaluation Framework at a cohort of TCUs, and research investigating the impact of IEF on the institution's STEM programs.	47.076 DRL-1337347	10/01/2013 - 09/30/2016 09/01/2014 - 08/31/2015	\$ 790,000.00	\$ 314,556.00	\$ (58,345.00)	\$ 256,211.00	\$ (6,344.00)
National Science Foundation	Federal	WIDER: TCU STEM Student Success Collaborative Supports two cohorts of TCU faculty with incorporating problem-based learning activities into their STEM instruction.	47.076 DUE-1347778	09/15/2013 - 08/31/2016 09/01/2014 - 08/31/2015	\$ 446,792.00	\$ 251,964.00	\$ (29,311.00)	\$ 222,653.00	\$ (3,187.00)
US Dept. of Energy (DOE): American Indian Research and education Initiative (AIREI)	Federal	American Indian Research and Education Initiative (AIREI) - Funds four research and education collaborations between TCU faculty/students, AISES member institution faculty and National Laboratory research scientists and engineers.	81.094 DE-ED0000129	06/08/2011 - 06/07/2014 Supplement Year - 09/21/2015	\$1,130,987	\$ 332,000.00	\$ (319,343.00)	\$ 12,657.00	\$ (14,913.98)
United States Environmental Protection Agency (EPA)	Federal	Tribal Eco Ambassadors Funds TCU research, education and environmental restoration/conservation projects consistent with the mission of the EPA, and involving EPA personnel serving as project partners and mentors.	N/A EP-W-14-023	09/08/2014 - 09/07/2016	\$ 557,071.00	\$ 257,718.84	\$ (170,262.00)	\$ 87,456.84	\$ (18,513.00)
USDA -OASDVFR	Federal	Growing Native American Agriculture: An Outreach Program that Strengthens Agricultural Business Practices through the funding of workshops, technical assistance offered by TCUs to American Indian farmers and ranchers, including three regional workshops, to help participants adopt more sustainable business and agricultural practices.	10.443 59-2501-14-008	10/01/2014 - 09/30/2015	\$ 199,000.00	\$ 199,000.00	\$ (183,437.00)	\$ 15,563.00	\$ (11,789.00)

American Indian Higher Education

Grants and Contracts

Grant Name	Funding Type	Title/Purpose	CFDA Number Grant Number	Grant Period Budget Period	Award Amount	Awarded Current Grant Year(Budget)	Current Year Disbursement / Expenditures (Actual)	Unexpended Balance	Indirect Expense/Credit
USDA-NRCS	Federal	Tribal Farmers, Ranchers and Community support project Supports TCUs in offering training and support to local farmers, ranchers and community members in accessing USDA resources available to help improve their farming and ranching practices, and to support climate change vulnerability studies and resource assessments.	10.902 69-3A75-14-302	10/01/2014 - 09/30/2015	\$ 375,000.00	\$ 375,000.00	\$ (203,395.00)	\$ 171,605.00	\$ (24,238.00)
TCJ	Private	Tribal College Journal	N/A	10/01/2014 - 09/30/2015	\$ 360,715.00	\$ 360,715.00	\$ (78,008.00)	\$ 282,707.00	\$ -
AIHEC ASC	Private	AIHEC Student Congress	N/A	10/01/2014 - 09/30/2015	\$ 18,500.00	\$ 18,500.00	\$ (3,612.00)	\$ 14,888.00	\$ -
AIHEC SLT	Private	AIHEC Student Leadership Training	N/A	10/01/2014 - 09/30/2015	\$ 45,000.00	\$ -	\$ -	\$ -	\$ -
AIHEC AIMS Data Services (A*CF)	Private	AIHEC-AIMS	N/A	01/01/2014 - 12/31/2014	\$ 100,000.00	\$ 100,000.00	\$ (8,348.00)	\$ 91,652.00	\$ -
AIHEC Ops.	Private	AIHEC Membership	N/A	10/01/2014 - 09/30/2015	\$ 853,150.00	\$ 853,150.00	\$ (358,386.00)	\$ 494,764.00	\$ (3,680.00)

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM					
FY 2016 CENTRAL OFFICE, & TECHNICAL ASSISTANCE PROGRAM					
CONSOLIDATED BUDGET SUMMARY - (Draft)					
FY 2016 DRAFT BUDGET - SUMMARY					
		CENTRAL OFFICE	BIE T/A	TOTAL	
Description	Acct			FY 2016	Notes
Combined Federal Campaign Pledges	402	\$ 7,000		\$ 7,000	Projected
BIA Technical Assistance Grant	405		\$ 601,000	\$ 601,000	
AIHEC Membership Dues	410	\$ 853,150	\$ -	\$ 853,150	
Interest Income	440	\$ 400		\$ 400	Projected
A*CF Contract Oct-Dec 2014	470		\$ -	\$ -	
A*CF Contract Jan-Sep 2015	470		\$ -	\$ -	
2014 Carry over			\$ -	\$ -	No Carry over funds projected for FY2015
<b>TOTAL REVENUE</b>		<b>\$ 860,550</b>	<b>\$ 601,000</b>	<b>\$ 1,461,550</b>	
			\$ -	\$ -	
Salaries & Wages	500	\$ 432,643	\$ 261,224	\$ 693,867	2% COLA
P/R Taxes & Fringe Benefits	502	\$ 100,860	\$ 72,976	\$ 173,836	Rate at 24%
Temporary Staff	504	\$ 56,000	\$ -	\$ 56,000	Would normally be included in salary
Consultant Fees	505	\$ 88,000	\$ 25,000	\$ 113,000	WPLL & John Phillips, CAO/CFO
Honoraria & Speaker Gifts	508	\$ 5,000	\$ 2,000	\$ 7,000	
Telecommunications - Office Phones	515	\$ 7,000	\$ 500	\$ 7,500	
Telecommunications - Mobil Phones	516	\$ 2,200	\$ 2,000	\$ 4,200	
Telecommunications - Internet	517	\$ 4,000	\$ 100	\$ 4,100	
Telecommunications - Conference Calls	518	\$ 2,000	\$ 3,000	\$ 5,000	
Meetings- Room Rental	522	\$ 2,000	\$ 15,000	\$ 17,000	
Meetings - Equipment Rental	523	\$ 500	\$ 14,000	\$ 14,500	
Meetings- Food & Beverage	524	\$ 30,000	\$ 29,000	\$ 59,000	Board Meetings, CAO/CFO
Conference Fees	526	\$ 2,000	\$ 3,000	\$ 5,000	
Staff Training	526	\$ 500	\$ 500	\$ 1,000	
Photocopying	530	\$ 4,000	\$ 3,500	\$ 7,500	
Supplies	535	\$ 15,000	\$ 14,000	\$ 29,000	SALY
Postage and Delivery	540	\$ 2,500	\$ 3,500	\$ 6,000	
Publications & Subscriptions	543	\$ 1,300	\$ 2,000	\$ 3,300	
Printing & Binding	544	\$ 1,000	\$ 500	\$ 1,500	
Reimbursed Expenses - Consultants	545	\$ 8,000	\$ 1,500	\$ 9,500	
Reimbursed Expenses - Non Staff	549	\$ 800	\$ 500	\$ 1,300	
Travel - Staff Per Diem	550	\$ 1,000	\$ 4,700	\$ 5,700	
Travel - Staff Lodging	551	\$ 4,500	\$ 9,500	\$ 14,000	

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM					
FY 2016 CENTRAL OFFICE, & TECHNICAL ASSISTANCE PROGRAM					
CONSOLIDATED BUDGET SUMMARY - (Draft)					
		FY 2016 DRAFT BUDGET - SUMMARY			
		CENTRAL	BIE		
		OFFICE	T/A	TOTAL	
Description	Acct			FY 2016	Notes
Travel - Staff Local	552	\$ 600	\$ 1,000	\$ 1,600	
Travel - Staff Airfare	553	\$ 16,000	\$ 25,000	\$ 41,000	
Travel - Staff Mileage / Car Rental	554	\$ 250	\$ 4,000	\$ 4,250	
Travel - Staff Other	555	\$ 600	\$ 1,500	\$ 2,100	
Travel - AIHEC Executive Committee	557	\$ 500	\$ -	\$ 500	
Audit Fees & Taxes Services	559	\$ 36,500	\$ -	\$ 36,500	SALY
Design Services & Graphics	560	\$ 1,000	\$ 1,000	\$ 2,000	
Legal Fees	561	\$ 1,500	\$ -	\$ 1,500	
Payroll Services & Bank Fees	563	\$ 18,000	\$ -	\$ 18,000	
IT & Website Support	564	\$ 22,000	\$ 25,000	\$ 47,000	Central, BIA and Grants
REIT Utilities, Repairs & Maintenance	568	\$ 60,000		\$ 60,000	
Insurance - Business	572	\$ 3,000	\$ -	\$ 3,000	
Dues	574	\$ 54,000	\$ -	\$ 54,000	ACCT, ACE, CEF and WINHEC
Archive Storage Fees	576	\$ 2,500	\$ -	\$ 2,500	
Employee Recruitment Expense	577	\$ 1,500	\$ -	\$ 1,500	
Advertising & Promotion	578	\$ 1,000	\$ -	\$ 1,000	
AIHEC TCJ - Publication Expense	580	\$ 45,000	\$ -	\$ 45,000	AIHEC Contribution to TCJ
Entertainment/Miscellaneous	583	\$ 10,000		\$ 10,000	No Reception, Employee Moral,
Indirect Exp Alloc	589	\$ (195,000)	\$ 66,000	\$ (129,000)	
Equipment (<\$5K) Expense	590	\$ 7,000	\$ 6,000	\$ 13,000	
Equipment Repairs & Maintenance	591	\$ 2,500	\$ 2,500	\$ 5,000	
Computer Software	593	\$ 1,297	\$ 1,000	\$ 2,297	
<b>TOTAL EXPENSE</b>		<b>\$ 860,550</b>	<b>\$ 601,000</b>	<b>\$ 1,461,550</b>	
<b>NET REVENUE OR (EXPENSE)</b>			<b>\$ -</b>		

## CONSIDERATION OF NOMINEES TO THE AMERICAN INDIAN COLLEGE FUND: Spring 2016

The AIHEC board will consider nominations for **three presidents** to serve on the Board of Trustees for the American Indian College Fund, which AIHEC established more than 25 years ago to raise scholarship funding for TCU students.

The AICF Trustee job description is attached. Please review the document carefully.

In total, 11 seats on the College Fund board are reserved for TCU presidents. Ten presidents are currently serving, as President Verna Fowler recently stepped down from the Board with one year remaining on her term. President Oltrogge and President Littlebear will end their respective third 3-year term in June, so these two seats will be open. These three vacancies compose the three seats up for nomination at the AIHEC Spring 2016 meeting. Two of the terms are for 3-year, beginning July 1, 2016 and ending June 30, 2019. Presidents elected to fill these seats may be re-nominated up to two times, for a total of nine years of service. The seat vacated by President Fowler is for one-year, with THREE potential re-nominations, for a total of 10 years of service on the Board. (Under the College Fund's current practice, presidents selected by the College Fund to seats becoming vacant following three consecutive 3-year terms will be eligible for re-nomination for two additional 3-year terms.)

In addition to the three new nominations, one TCU president currently serving is eligible for re-nomination and re-election:

President Robert Martin is eligible for re-election to serve his third 3-year term. His last 3-year term would begin July 1, 2016 and end June 30, 2019. President Martin was elected at AICF's Spring 2016 meeting to serve as the Board's 2<sup>nd</sup> Vice Chair, effective July 1, 2016.

From an AIHEC-wide perspective, we strive for regional, size, and type of institution representation at all times and on all commissions and boards, as the appointed members are charged with representing all TCUs. We urge you to keep this in mind as you consider potential candidates for nomination. AIHEC's geographic regions are as follows:

NW: WA, AK  
Dakotas: ND, SD  
Woodlands: NE, WI, MN, MI  
SW: KS, OK, AZ, NM  
MT: MT, WY

The following presidents are currently serving on the AICF Board of Trustees:

- Chair: David E. Yarlott, Jr., *Little Big Horn College* (MT)
- First Vice Chair: Billie Jo Kipp, *Blackfeet Community College* (MT)
- Second Vice Chair: Robert Martin, *Institute of American Indian Arts* (SW)
- Laurel Vermillion, *Sitting Bull College* (Dak)
- Carole Falcon-Chandler, *Aaniiih Nakoda College* (MT)
- James Davis, *Turtle Mountain Community College* (Dak)
- Elmer Guy, *Navajo Technical College* (SW)
- Justin Guillory, *Northwest Indian College* (NW)



- **Ending:** Richard Littlebear, *Chief Dull Knife College* (MT)
- **Ending:** Michael Oltrogge, *Nebraska Indian Community College* (WL)

In addition to the aforementioned elected seats, one sitting TCU president and one former president attend AICF Board meetings in other capacities:

- Cynthia Lindquist, *Cankdeska Cikana Community College*, Ms. Crazy Bull's Research Advisor (Dak)
- David Gipp, *formerly of UTTC*, Board Member Emeritus (Dak)

The breakdown of the presidents/former presidents currently serving in some capacity will be as follows after June 2016:

REGION	COVERAGE	#	PRESIDENTS & FORMER PRESIDENTS
Northwest	WA, AK	1	Justin Guillory
Dakotas	ND, SD	2 official; 2 <i>participate</i>	Laurel Vermillion, James Davis (Cynthia Lindquist, David Gipp (former)),
Woodlands	NE, WI, MN, MI	0	
Southwest	KS, OK, AZ, NM	2	Elmer Guy, Robert Martin
Montana	MT, WY	3	Carole Falcon-Chandler, Billie Jo Kipp, David E. Yarlott

If it so desired, the AIHEC board could specifically designate seats to be nominated to the College Fund board, similar to how the Board has designated specific seats on the Athletic Commission, except by region or size, for example. With the Athletic Commission, a certain number of seats are designated for men's/women's coaches, athletic directors, and only a few presidents, and regional representation is desired.