



2017 Fall AIHEC Meeting

Orlando, FL

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

BOARD OF DIRECTORS

October 6, 2017





American Indian Higher Education Consortium
AIHEC Fall 2017 Board of Directors Meeting
Friday, October 6, 2017 8:30 AM (EDT)
Hilton Grand Vacations Club at Tuscany Village Orlando Florida
Salon B

- I. Call to Order - David Yarlott, Board Chair
 - A. Opening Prayer
 - B. Roll Call - Carrie Billy
 - C. Introduction of Participants
- II. Review and Approval of the Agenda - David Yarlott
MOTION to Approve
- III. Review and Approval of Summer 2017 Meeting Minutes - Leander R. McDonald, Secretary
MOTION to Approve needed.
- IV. Report of the Chair - David Yarlott
 - A. Executive Committee Minutes & Updates
MOTION to Accept Executive Committee Minutes for June-September 2017. (The committee did not meet in August.)
 - B. Election of AIHEC Officer: Vice-Chair
 - C. Annual Code of Conduct Review and Signing
By AIHEC Board motion, all Board members are directed to review and sign the AIHEC Code of Conduct annually.
- V. Presentations to the Board
 - A. Fond du Lac Tribal & Community College: WINHEC Accreditation & Cultural Connectedness - President Larry Anderson, Roxanne DeLille, Sarah Montgomery
In August 2017, FDLTCC achieved full accreditation status by the World Indigenous Nations Higher Education Consortium.
- VI. AIHEC Affiliate Reports
 - A. AIHEC Student Congress
A written report is included in the board book.
 - B. American Indian College Fund - David Yarlott, A*CF Board Chair
A written report is included in the board book.
 1. Recommendations to Fill Board Vacancy
*There are two vacancies on the A*CF Board of Trustees:*
 - (1) *Vacancy left by the passing of President St. Pierre: term ends June 30, 2020 (3 years).*
 - (2) *Vacancy in the seat held by Dr. Billie Jo Kipp: term ends June 30, 2018 (1 year).*
 - C. AIHEC Tribal College and Universities Librarian Association
A written report is included in the board book.

D. FALCON-Land Grant - John Phillips, AIHEC & FALCON, Executive Director

A written report is included in the board book.

E. White House Initiative on American Indian & Alaska Native Education - Ron Lessard,
Acting Executive Director

F. USDA 1994 Land-grant Program - Lawrence Shorty, Director

G. Bureau of Indian Education - Katherine Campbell, Program Analyst

Issues include: (a) Use of "Prior-Prior" Year in ISC Formula; (b) CEU Calculations; and (c) TCU-wide Funding Formula

VII. Lunch (Recess)

The Board will stand in recess for lunch from approximately 12:00 noon to 1:00 pm

VIII. AIHEC Central Office Report - Carrie Billy

A. Legislative & Executive Branch Update - Carrie Billy & Meg Goetz

B. Central Office Update

Please see the Board Book for the Central Office Report, provided as an update of AIHEC's work to achieve the goals and objectives of the AIHEC Strategic Plan from July-Sept 2017.

C. Upcoming AIHEC Meetings

1. 2018 AIHEC Summer Meeting

President Pearl Brower has invited the Board to hold its summer board meeting in Barrow, AK next year.

2. 2019 AIHEC Summer Meeting

The Chair will accept invitations to host the AIHEC 2019 summer meeting.

D. General Information

TCU Presidents Contact List; AIHEC Staff Directory.

IX. Committee Reports and Motions

A. Finance Committee - Justin Guillory, Treasurer

B. Research Committee

C. Membership and Accreditation Committee - Larry Anderson, Committee Chair

D. Student Activities Committee - Robert Martin, Committee Chair

E. Tribal College Journal Advisory Board - Pearl Brower, Advisory Board Chair

X. New Business - David Yarlott

XI. Adjournment - David Yarlott

A. Closing Prayer



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A. Closing Prayer

DRAFT MINUTES OF THE AIHEC 2017 SUMMER BOARD OF DIRECTORS MEETING
HOLIDAY INN WASHINGTON-CAPITOL CONGRESSIONAL II
WEDNESDAY, JUNE 28, 2017

- I. **CALL TO ORDER and OPENING PRAYER.** AIHEC Board Chair, David Yarlott, called the AIHEC 2017 Summer Board of Directors meeting to order at 8:53 a.m. (EDT). President Lionel Bordeaux offered a prayer to open the meeting.

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

Regular Members Present

Aaniih Nakoda College
Cankdeska Cikana Community College
Chief Dull Knife College
College of Menominee Nation
College of the Muscogee Nation
Diné College
Fond du Lac Tribal and Community College
Ilisaġvik College
Institute of American Indian Arts
Keweenaw Bay Ojibwa Community College
Lac Courte Oreilles Ojibwa Community College
Little Big Horn College
Navajo Technical University
Nebraska Indian Community College
Northwest Indian College
Oglala Lakota College
Saginaw Chippewa Tribal College
Sinte Gleska University
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

David Yarlott (*proxy*)
Cynthia Lindquist
Richard Littlebear
Diana Morris (Interim)
Robert Bible
Charles "Monty" Roessel
Larry Anderson
Pearl Brower
Robert Martin
Debra Parrish
Diane Vertin (*after roll call*)
David Yarlott
Elmer Guy
Michael Oltrogge
Justin Guillory
Thomas Shortbull
Diana Morris (*proxy*)
Lionel Bordeaux
Randy Smith
Laurel Vermillion
Elmer Guy (*proxy*)
Nathaniel St. Pierre (*after roll call*)
Paul Robertson
James Davis
Leander R. McDonald
Tracy Clark (Interim)

Regular Members Absent

Bay Mills Community College
Blackfeet Community College
Fort Peck Community College
Haskell Indian Nations University

Leech Lake Tribal College
Little Priest Tribal College
Nueta Hidatsa Sahnish College
Red Lake Nation College

Associate Members Absent
Comanche Nation College
Wind River Tribal College

24 Regular Members present, a quorum was established.

Official Representative Present
Val Montoya, VP of Academic Programs Southwestern Indian Polytechnic Institute

II. APPROVAL of AGENDA

Chair Yarlott reviewed the proposed agenda for the 2017 AIHEC Summer Board of Directors meeting.

MOTION: President Martin moved [seconded by President Davis] to approve the 2017 AIHEC Summer Board of Directors meeting agenda.

OUTCOME: The motion was agreed to by voice vote.

III. APPROVAL OF BOARD OF DIRECTORS MEETING MINUTES

President McDonald presented the minutes of the 2017 Spring Board of Directors meeting for consideration and approval.

MOTION: President McDonald moved [seconded by President Anderson] to accept the minutes of the March 18, 2017 Board of Directors meeting, as presented.

OUTCOME: The motion was agreed to by voice vote.

IV. REPORT OF THE CHAIR

Executive Committee Minutes & Updates

Chair Yarlott presented the minutes of the March 2017 and April 2017 Executive Committee meetings for review and acceptance.

MOTION: President Martin moved [seconded by President Guy] to accept the minutes of the Executive Committee meetings.

OUTCOME: The motion was agreed to by voice vote.

National Native Hall of Fame Concept:

At the 2017 AIHEC Spring Board of Directors meeting, James Parker Shield requested that AIHEC pass a resolution of support for a National Native Hall of Fame similar to resolutions approved by the National Indian Education Association (NIEA) and the National Congress of American Indians (NCAI). At that time, Chair Yarlott expressed concern that a precedent may be set in which groups or organizations may seek similar endorsement from AIHEC without regard to whether the

groups/organizations have close ties to Tribal higher education, or education in general. President McDonald asked whether Mr. Shields had submitted to AIHEC the NIEA and NCAI resolutions. Ms. Billy responded that he had not; however, the resolutions were available online, and the draft resolution presented to the board is based on the NIEA/NCAI resolutions and the discussion that occurred during the spring board meeting.

MOTION: President Bordeaux moved [seconded by President Davis] to approve the National Native Hall of Fame concept resolution.

OUTCOME: The motion was agreed to by voice vote.
The National Native Hall of Fame Concept Resolution is attached.

Separate Accrediting Body Funding Assessment

President Martin discussed the activities and costs associated with pursuing separate accreditation for TCUs, stressing the need for a united effort involving all TCUs. Although the board had previously passed a motion to encourage TCUs to voluntarily commit \$3,000 or more to the AIHEC accreditation effort, he explained that an assessment of funds from each AIHEC member institution would be a strong sign of support for a separate TCU accreditation process and entity. President Martin further explained that with just one-third of the colleges contributing to the effort currently there is difficulty in obtaining additional funds from outside investors, who cite the lack of participation from even a majority of the TCUs.

MOTION: President Martin moved [seconded by President Bordeaux] that each TCU pay a \$4,000 assessment toward the AIHEC Tribal College Accreditation effort.

DISCUSSION: President Shortbull stated that this effort was illogical because the U.S. Department of Education would never accept an accrediting body that is based on race. If this were a logical thing to do, then why have not Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs) established their own accrediting body, he asked. Further, he stated that he will consult with his college's governing board and student senate as all funds that his institution saves go to the college's two endowments, which support student scholarships and faculty positions. President Bordeaux stated that separate accreditation is an issue of sovereignty, spirituality, values, and identity as Indian people. President Roessel noted that there is a precedent: the U.S. Department of Education's recognition of a K-12 tribal accreditation process. He further stated that this is not an issue of race, but an effort to create a unique system for unique institutions, based on separate measures. The goal is to hold ourselves to higher standards, not lower, he said. President Shortbull indicated that the precedent cited is based on the Bureau of Indian Education (BIE) schools. However, TCUs are open-enrollment institutions of higher education with student bodies that rely heavily on Higher Education Act-Title IV funding opportunities, particularly Pell grants. He stated, this is something that is not of concern to BIE K-12 schools. President Anderson reported that recently, Fond du Lac Tribal and Community College (FDLTCC) successfully completed the World Indigenous Nations Higher Education Consortium (WINHEC) accreditation process and in doing so made some changes to the curricula at FDLTCC to ensure Indigenous learning

throughout. Only a few TCUs have sought and achieved WINHEC accreditation to date. Several presidents indicated that while they may support the idea of separate accreditation, their institutions are not in a position to pay a mandatory assessment to advance this effort, at this time. President Martin concluded the discussion stating that the board is either serious about pursuing separate accreditation or not.

OUTCOME: The motion was agreed to by a roll call vote of nine (9) to four (4), with six (6) members abstaining. Several presidents again stated that they still support the idea of a TCU accreditation process, but not a mandatory assessment.

MOTION: President Lindquist moved [seconded by President Brower] to delay implementation of the mandatory \$4,000 assessment until after the 2017 Fall Board meeting.

OUTCOME: The motion was agreed to by voice vote.

Second World Indigenous Nations Games

President Yarlott reported that the Second World Indigenous Nations Games (WING) will be held July 2-9, 2017 in Edmonton, Alberta, Canada. President Yarlott will lead the U.S. team, which will include some Tribal College students and staff. New Zealand has been selected as the 2019 host country for the third WING.

V. AIHEC AFFILIATE REPORTS

AIHEC Student Congress (ASC): Aaron Lee (Diné College), ASC Vice-President, offered a summary of the second annual AIHEC Leadership In Future Endeavors (L.I.F.E.) Conference, which was held June 6-9, 2017 at Haskell Indian Nations University (Lawrence, KS). He reported that 47 students, representing 14 TCUs, attended. President Vermillion served as this year's keynote speaker at the conference. Ms. Billy stated that the goal of the ASC and AIHEC is to have at least one representative from each TCU at the L.I.F.E. Conference and that AIHEC provides support to all interested TCUs to help ensure that students are able participate, in part through generous funding from the Coca-Cola Foundation and the American Indian College Fund.

American Indian College Fund (A*CF): A written report was included in the board book. The A*CF had previously requested that the Board make a recommendation for a nominee to fill a vacancy on the A*CF board of trustees. The position is a 3-year term beginning July 2017. At the spring board meeting, a motion was passed recommending that President Allison be named to fill the pending vacancy. Subsequently, the Department of the Interior determined that as a federal employee, President Allison cannot serve on the A*CF board.

Chair Yarlott opened the floor for recommendations to fill the vacancy on the A*CF board.

NOMINATION: President Guillory nominated [seconded by President McDonald] President Brower to be recommended to serve on the A*CF board of trustees for a three-year term.

DISCUSSION: President Brower respectfully declined.

NOMINATION: President Martin nominated [seconded by President Brower] President Vertin to be named to serve on the A*CF board of trustees for a three-year term.

DISCUSSION: President Vertin respectfully declined.

NOMINATION: President Vertin nominated [seconded by President Brower] President Lindquist to be recommended to serve on the A*CF board of trustees for a three-year term.

MOTION: President Bordeaux moved [seconded by President Martin] to close nominations.

OUTCOME: The motion was agreed to by voice vote. Accordingly, nominations were closed.

OUTCOME: President Lindquist was recommended to serve on the A*CF board of trustees for a three-year term, by acclimation.

AIHEC Tribal College and Universities Librarian Association: A written report was included in the board book. Ms. Billy reported that she met with the TCU librarians at their annual meeting earlier in the month in Bozeman, MT. Important issues were discussed including proposed cuts to the federal Institute of Library and Museum Services budget, which funds most TCU libraries; professional development opportunities; and strategies for pooling resources to lower the cost of online journals and publications.

FALCON-Land Grant: A report was included in the board book.

VI. PRESENTATION TO THE BOARD

U.S. House of Representatives Tom Cole (R OK-4): Ms. Billy announced that because of his position on the House Budget Committee and the Committee's unexpected convening regarding the FY 2018 Congressional Budget Resolution, Rep. Cole is unable to attend today's meeting.

VII. FINANCE & AUDIT COMMITTEE REPORT

AIHEC Fiscal Year 2016 Audit: AIHEC's fiscal year 2016 audit took place in April 2017. The audit report contained no audit findings. A few recommendations were made and have been addressed with the auditors. President Guillory, AIHEC Treasurer, reminded the board that AIHEC has two reserve accounts, an operating reserve account and a board directed (unrestricted account) and that the board directed account exists for the long-term sustainability of the organization.

MOTION: President Guillory moved [seconded by President Oltrogge] to accept the FY 2016 audit report.

OUTCOME: The motion was agreed to by voice vote.

Funding of the Tribal College Journal: President Guillory discussed an issue raised by the auditors: recurring budget shortfalls of the Tribal College Journal (TCJ). For many years, AIHEC has had to cover TCJ budget shortfalls and now budgets \$45,000 per year to cover the shortfalls; however, due to the general decline in the print media market and increased use of social media, the annual shortfall is growing. In FY2015, the TCJ had a shortfall of \$58,000. In FY2016, the shortfall was nearly \$54,000,

almost \$9,000 more than anticipated. The Finance and Audit Committee respectfully requested that the TCJ Advisory Board include this issue on its 2017 fall meeting agenda and discuss ideas for cutting cost related to producing the TCJ. President Lindquist, a member of the TCJ Advisory Board noted that the TCJ staff has been directed to be as resourceful as possible, but that they feel this is an appropriate expenditure for AIHEC. Ms. Billy reiterated that AIHEC does budget \$45,000 annually for the TCJ budget shortfall; however, cost overruns have exceeded this set-aside for several years. She added that covering these deficits requires cuts from other areas of the AIHEC budget, including services to TCUs. President McDonald suggested turning the print magazine into an online publication. President Brower, chair of the TCJ Advisory Board, indicated that the agenda for the fall meeting will include this discussion. She added that she will expect a report in time for the meeting on the impact of the recent cost-cutting measures implemented by the TCJ.

AIHEC Investment Policy: AIHEC presented an investment policy for consideration by the board, as directed in the spring meeting. The proposed policy was reviewed and approved by the Finance Committee. The policy will impact three AIHEC funds: the AIHEC Operating Reserve; the Board Restricted Reserve; and a restricted endowment for the AIHEC Student Congress (ASC). The policy will assist AIHEC in managing its investment funds in a manner that will help provide current income to support AIHEC's goals and objectives and optimize, over the long run, the total rate of return on investable assets based on the primary objectives of each fund. The policy includes specific guidelines for each of AIHEC's three funds: (a) ASC Endowment: a percentage of interest income may be used annually by the AIHEC Student Congress, but the principal is held in perpetuity; (b) Board Directed Fund and AIHEC Operating Fund: both interest and principal can be used at any time, upon majority vote of the AIHEC Board and at the discretion of the AIHEC CEO, respectively. The AIHEC Operating Fund holds a percentage of AIHEC operating funding on a temporary basis.

MOTION: President Guillory moved [seconded by President Davis] to approve the attached AIHEC Investment Policy.

OUTCOME: The motion was agreed to by voice vote.

REIT Status: In regard to another auditor's comment, Ms. Billy was asked to provide a brief overview of the AIHEC Real Estate Investment Trust (REIT). The REIT was the mechanism through which the AIHEC central office building was purchased in 1994 and, until recently, managed. Ms. Billy reported that following a Board-directed effort in late 2012 to 2015 to acquire the outstanding shares in the REIT, AIHEC had ownership of 83 percent of the shares. (Legal counsel had advised AIHEC that it would have enough shares to dissolve the REIT when it attained ownership of at least 65 percent of the shares.) Only five TCUs have not donated their shares back to AIHEC: Haskell Indian Nations University, Blackfeet Community College, Chief Dull Knife College, United Tribes Technical College, and Fort Peck Community College. The auditors suggested that AIHEC could continue to report to the ownership of the outstanding shares on the financial status of the REIT; however, this would require paperwork and audit expenses that AIHEC believes are disproportionate the value of the shares, as the shares carry little or no monetary value. AIHEC has determined that the appropriate steps have been taken to dissolve the REIT. Ms. Tina Cooper, AIHEC Vice President of Finance and Administration, is scheduled to meet with the auditors to resolve the issue of REIT reporting.

VIII. AIHEC CENTRAL OFFICE REPORT

Legislative & Executive Branch Update: Ms. Billy reported that AIHEC has drafted and submitted 10 formal statements to various Congressional sub/committees regarding relevant authorizing and appropriation bills since the spring meeting, and that AIHEC (CEO or TCU representative) has testified in person before Congress four times in the past few month. It was further reported that while it is unlikely that the harsh cuts proposed in the President's Fiscal Year 2018 budget would be realized, AIHEC suggests that presidents continue to prepare and budget as if these cuts may happen. To assist with advocacy efforts, particularly related to securing and maintaining federal TCU funding, presidents were asked to share their success stories with AIHEC for use as illustrations of the ways in which TCUs are positively impacting their students and communities.

Central Office Update: A report highlighting some of AIHEC's work since the spring meeting is included in the board book. Regarding Project Success, Ms. Billy stated that she was asked to remind those TCUs committing to Achieving the Dream (ATD) that they are required to join the National Student Clearinghouse within six months of signing the ATD commitment.

The following dates of upcoming meetings were reviewed:

- The TCU Summer Meeting at SKC will convene July 24-27, 2017 at Salish Kootenai College in Pablo, MT. TCU Chief Academic Officers, Financial Aid staff, Residence Life directors, and Institutional Research staff and data collectors are encouraged to attend.
- The TCU Presidents Convening, co-hosted by STRADA Education Network, ETS, AIHEC, and A*CF, will be held in Princeton, NJ on August 2-3, 2017.
- The 2017 AIHEC Fall Board of Directors meeting is scheduled for October 4-6 at the Hilton Grand Vacations at Tuscan Village in Orlando, FL; the third annual GISS-TCU will follow immediately after the board meeting at the same location. Hotel reservations can be made through the AIHEC website (www.AIHEC.org).

Ms. Billy introduced the newest members of the AIHEC staff: Kristen Pratt (Osage), Grants Administrative Associate; Maggie Grandon, Executive Assistant and Events Manager; and Stacia Prue (Round Valley Indian Tribes-Pomo and Winnebago/Ho-Chunk, Meskwaki, and Sicangu Lakota), Office Assistant and Student Services Associate.

Lastly, Ms. Goetz discussed the current political climate in Washington, D.C.

IX. ADJOURNMENT

MOTION: President Davis moved [seconded by President Anderson] that the 2017 AIHEC Summer Board of Directors meeting be adjourned.

OUTCOME: The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 11:51 a.m. (EDT).

Minutes prepared by AIHEC staff.

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

Corporation.

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

Attachments: Native Hall of Fame Resolution; AIHEC Investment Policy



**RESOLUTION OF THE BOARD OF DIRECTORS
OF THE
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
SUMMER 2017 MEETING**

**RESOLUTION EXPRESSING SUPPORT FOR THE CONCEPT OF ESTABLISHING THE
NATIONAL NATIVE AMERICAN HALL OF FAME**

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

Whereas, AIHEC was incorporated as a non-profit (501(c)(3)) organization in the State of Colorado in 1973;

Whereas, the presidents of the 35 accredited Tribal Colleges and Universities compose AIHEC's board of directors;

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

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

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

Whereas, there is a need to recognize, honor, and share the stories of the many past and contemporary American Indian and Alaska Native educators, professionals, and Tribal or community leaders whose actions and commitments could serve as powerful inspiration for Native youth in general, and in particular, as role models for our students;

Whereas, there is a need to prevent negative stereotyping of American Indians and Alaska Natives in historical, educational, and marketing materials to which Tribal College and University students as well as other Native youth and children may be exposed;

Whereas, Tribal College and University students receive intellectual and behavioral health benefits through the celebration, sharing, and exploration of stories about past and contemporary American Indian and Alaska Native achievements;

Whereas, there is currently no national American Indian and Alaska Native chartered or controlled entity or repository for Tribal Colleges and Universities to turn to for comprehensive information and stories of outstanding past and contemporary American Indians and Alaska Natives; and

Whereas, the National Native American Hall of Fame will recognize and honor significant achievements of American Indian and Alaska Native individuals, groups and organizations from the U.S. Civil War to present day, in more than 20 different categories, including education;

Now therefore be it resolved, that the American Indian Higher Education Consortium supports the concept behind the establishment of a National Native American Hall of Fame.

Executed and certified that the foregoing is a binding Resolution of the American Indian Higher Education Consortium, approved on the 28th day of June, 2017 in Washington, D.C. by the undersigned, being the Secretary of the Corporation.

June 28, 2017

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
INVESTMENT POLICY
*June 28, 2017***

I. GENERAL INFORMATION

A. Introduction

The purpose of this document is to provide a basis for the American Indian Higher Education Consortium (AIHEC) and its fiduciaries, through its Board of Directors, to properly discharge its responsibilities with respect to the maintenance and enhancement of AIHEC investment funds.

It is intended that the policy, philosophies, and other guidelines stated herein will be reviewed by the Finance & Audit Committee and the AIHEC Board of Directors (Board) periodically, but at a minimum of every year, and will be updated and modified as required to recognize current market and economic conditions as well as the current income needs of AIHEC.

B. Goals & Objectives

It shall be the policy of AIHEC to manage its investment funds in such a manner that will assist AIHEC in achieving the following goals, recognizing that these goals require both short-term, or liquid, objectives and long-term, or multi-year and permanent investment, objectives:

- Provide current income to AIHEC to support the current goals and objectives of the organization, as relevant.
- Optimize, over the long run, the total rate of return on investable assets based on the primary objectives of each respective Fund.

C. Investment Philosophy

With respect to the Board, the Finance & Audit Committee, and AIHEC staff, AIHEC follows the "Prudent Investor's Rule:" investments shall be made with judgment and care, under circumstances then prevailing; which persons of prudence, discretion, and intelligence exercise in management of their own affairs, not for speculation – but for investment, considering the probable safety of their capital as well as the probable income to be derived. However, should AIHEC retain an Investment Advisor, the Advisor shall be held standards and best practices as defined by the Global Fiduciary Standard of Excellence.

D. Exceptions to Policy

Modifications and exceptions to this policy shall be authorized only by the Board of Directors or as provided herein. The terms and conditions of this policy may be waived if specified by the terms of any gifts received in the future and if approved by the Board of Directors.

II. ROLES and RESPONSIBILITIES:

The Board serves in a fiduciary capacity and is responsible for establishing and approving policies, standards and guidelines for the management of the Funds. Through this Investment Policy and the AIHEC Bylaws, the Board has delegated some of these fiduciary duties to the AIHEC Finance & Audit Committee (Committee) and may delegate additional duties at any time.

In general, the Finance & Audit Committee along with the Investment Advisor, if any, the President & CEO, and Vice-president of Finance & Administration shall be responsible for the investment of AIHEC's investment portfolio(s).

A. Finance & Audit Committee

The Committee shall have the following authority and direct responsibilities to act on behalf of the Board in connection with the investment of these funds, which pursuant to fiduciary best practices may be delegated in part to a third party Investment Advisor as identified below:

- Establish investment policies and objectives to serve as a guide for investing the assets of the AIHEC Fund(s), establishing appropriate investment risk and return objectives, a corresponding asset allocation policy, an appropriate portfolio benchmark and the criteria for the selection of investment managers, Custodians, and mutual funds, if any, and the establishment of guidelines and procedures for performance monitoring and reporting.
- Identify, retain and maintain a professional relationship with a qualified Investment Advisor ("the Advisor") to implement the Investment Policy and keep the Advisor informed as to all matters pertaining to the Funds, AIHEC and its financial condition that are relevant to the effective management of the Funds.
- Allocate funds among equity, fixed income, and various other investment alternatives as deemed appropriate.
- Recommend, monitor, and evaluate the financial performance of each investment, Fund or portfolio to ensure consistency with policy, strategies, objectives and management.
- Provide and review quarterly performance measurement reports.
- Review portfolios and recommend actions, as needed, to maintain proper asset allocation and investment strategies for the objectives of each investment, fund or portfolio.
- Undertake an on-going evaluation of the financial performance of each Fund, and ensure consistency with the existing investment policy statement.
- Recommend changes to any investments of an AIHEC Fund to improve financial performance based on established financial goals and risk tolerance.
- Report to the Board and provide advice and recommendations to improve financial performance.
- Conduct or otherwise review research on current and future market trends regarding investment performance of AIHEC Funds.
- Maintain an understanding of return expectations with respect to money markets,

investment opportunities, and general bond and stock market performance.

- Evaluate debt proposals, instruments and interest rate components, which may require the collateralization of AIHEC Funds, and provide recommendations to the Board in terms of debt to equity, cost of capital, collateral, leverage concepts, and impacts on projected returns on investment of each AIHEC Fund.
- Review the investment performance of AIHEC Funds on a quarterly basis, including compliance with the asset allocation policies of the Funds, and performance relative to the established portfolio benchmark.
- Monitor and review the overall costs of AIHEC Funds on an annual basis.
- Maintain compliance with applicable fiduciary laws and regulations.
- Make recommendations to AIHEC and the Board regarding the hiring and termination of relationships with an Investment Advisor and Custodian(s) of the AIHEC Fund(s) based on their performance and this Investment Policy.
- Conduct a periodic review of the Investment Advisor and each Custodian with regard to performance results, investment activity, and adherence to policy.
- Perform other duties as may be assigned by the Board.

B. Investment Advisor

The Board may retain an Investment Advisor (“Advisor”) to manage AIHEC Funds in concert with its Investment Policy. The Advisor is responsible for the management of a well-diversified, multiple-manager investment strategy that complies with the constraints and guidelines of this Investment Policy as well as assisting the Finance & Audit Committee in executing its responsibilities. Additional responsibilities of the Advisor, in addition to those articulated in the paragraph and as delegated above, may include the following:

- Asset Allocation Analysis.
- Investment Manager Due Diligence.
- Portfolio Rebalancing.
- Portfolio Reporting and other reporting as required in the Investment Policy or otherwise requested by the Committee or Board.
- Fiduciary Assessments.
- Any such additional responsibilities validly delegated by the Committee or Board.

C. Custodian

The Custodian is charged with the responsibility of safekeeping assets of the relevant AIHEC Fund(s) and providing cash management services, administrative support and accounting services. With respect to each Fund, the specific duties and responsibilities of the Custodian are to:

- Settle securities transactions on a timely basis.
- Collect all income and dividends when due.
- Value the holdings.
- Invest all available cash in an overnight sweep account or other short term investment vehicle as directed by the Committee.
- Provide monthly reports that detail transactions, cash flows, securities held and their current values and change in value of each security and the overall Fund since the

- previous report.
- Ensure that AIHEC is the registered or beneficial owner of all assets contained in the custody account.

To ensure the appropriate level of asset protection, the Custodian of an AIHEC Fund shall be either a trust company or other non-profit organization deemed appropriate by the Board and operating under state or tribal trust laws, or a broker-dealer operating under federal and state securities laws and regulations. In addition, the Custodian must be an entity that is unaffiliated with the Advisor.

III. THE AIHEC FUNDS

A. Operating Fund and Operating Reserve Fund

1. Description

An unrestricted fund used to cover AIHEC’s operating expenses and make initial deposits of all funds raised.

2. Risk Tolerance

Primary objective is to preserve and maintain principal value of the assets. The risk and return expectations for the following asset allocation strategy are enumerated in the attached asset allocation study.

3. Asset Allocation

100 percent interest-bearing checking or savings accounts; *provided however*, that when the *Operating Reserve Fund* reaches a minimum of \$300,000, any amount in excess of \$200,000 may be treated under the same risk tolerance and asset allocations set forth in paragraph B of this section.

4. Distribution

AIHEC has discretion to use both principal and interest for any purpose consistent with the annual operating budget, unless designated by the donor/donation.

B. Board Directed (Unrestricted) Fund

1. Description

An unrestricted fund established by the Board for AIHEC’s long-term financial stability and for special purposes, as determined by the Board.

2. Risk Tolerance

Primary objective is to preserve and maintain principal value of the assets as measured in real, inflation-adjusted terms. The risk and return expectations for the following asset allocation strategy are enumerated in the attached asset allocation study.

3. Asset Allocation

	<i>Minimum</i>	<i>Target</i>	<i>Maximum</i>
Cash Equivalents	10%	15%	40%
Fixed Income	5%	65%	80%
US Large Cap Equity	0%	20%	30%

4. Blended Portfolio Benchmark

Index	Target	Representative Strategy
S & P 500 Index	12%	Large Cap Domestic Equity
Russell 2000	3%	Small Cap Domestic Equity
MSCI EAFE	5%	International Equity
Barclay's US Aggregate Bond Index	40%	Fixed Income
Citigroup 3-month treasury bill	5%	Cash Equivalents

5. Distribution

The Board has discretion of using both principal and interest for any purpose, unless designated by the donor/donation.

C. AIHEC Student Congress Endowment Fund (and any other endowment fund(s))

1. Description

An Endowment Fund in which the principal is maintained in perpetuity and the investment earnings can be used as needed, consistent with any required approvals and a relevant annual budget.

2. Risk Tolerance

Optimize, over the long run, the total rate of return on investable assets based on the chosen asset-allocation model. The risk and return expectations for the following asset allocation strategy are enumerated in the attached asset allocation study.

3. Asset Allocation

	<i>Minimum</i>	<i>Target</i>	<i>Maximum</i>
Cash Equivalents	0%	5%	10%
Fixed Income	30%	40%	70%
Equity	40%	55%	70%

4. Blended Portfolio Benchmark

Index	Target	Representative Strategy
S & P 500 Index	40%	Large Cap Domestic Equity
Russell 2000	5%	Small Cap Domestic Equity
MSCI EAFE	10%	International Equity
Barclay's US Aggregate Bond Index	40%	Fixed Income
Citigroup 3-month treasury bill	5%	Cash Equivalents

5. Distribution

Distribution rate of about 4 percent real rate of return (after adjusting for inflation) on a long-term basis.

The Investment Advisor, managing within the ranges listed above, will make tactical asset allocation decisions (over- and under-weights) based on its view of market conditions and its outlook to pursue the investment objectives stated herein. Any deviation beyond these ranges must have prior approval by the AIHEC Board or its designated Agent or Agents. It is the responsibility of the Investment Advisor to rebalance the portfolio when necessary to remain compliant with the ranges stated above.

IV. INVESTMENT GUIDELINES

A. Permissible Investments

1. Equities

- a. Common Stocks
- b. Convertible preferred stocks
- c. Convertible notes and bonds
- d. American Depository Receipts (ADRs) of non-U.S. companies
- e. Mutual funds (consisting of permissible investments)

2. Fixed Income Securities

- a. Collateralized mortgage obligations
- b. Corporate notes and bonds
- c. Mortgage-backed bonds/securities
- d. Mutual funds consisting of any of the listed fixed income securities
- e. Preferred stock
- f. U.S. Treasuries and U.S. Government Agency securities

3. Cash Equivalents

- a. Bankers' acceptance of U.S. banks
- b. Certificates of deposit
- c. Commercial paper (rated Prime-1 Moody's or A-1 by Standard & Poor's)
- d. Money market funds
- e. Treasury bills

B. Prohibited Investments

- 1. Commodities and futures contracts
- 2. Leveraged derivatives
- 3. Life insurance contracts
- 4. Options
- 5. Private placements, restricted securities, and non-marketable debt
- 6. Minerals, precious metals, gas and oil
- 7. Short sales or margin transactions
- 8. Letter stock
- 9. Hedge funds or private equity strategies

C. Within Category Range Guidelines

1. Equity Securities

- a. In recognition of the expected returns and volatility provided by different segments of the equity market, the equity assets will be invested in the following categories:

Equities	Benchmark
Large Cap Domestic Equity	S&P 500
Small Cap Domestic Equity	Russell 2000
International Equity	MSCI EAFE Index

The equity investment in any single company should not exceed 7 percent of the total equity assets. Investment in mutual funds and exchange traded funds

(ETFs) would not be subject to this limit, however total security level exposure should be reviewed at least quarterly.

- b. No puts, calls, straddles or hedging.
- c. No short calls.
- d. No derivatives without the prior written approval of the Finance & Audit Committee.
- e. No purchases of lettered stock, restricted stock or otherwise private placement issues, pink sheet or other limited market public equities, which would limit and restrict its liquidity legally or in a normal rational market.
- f. Equity investments in any one company may not exceed 5 percent of the equity portfolio; investments of any one company may not exceed 5 percent of its equity outstanding; and investments in any one industry may not exceed 15 percent of the market value of the equity portfolio.
- g. Underlying investments of mutual funds with equity security holdings should also comply with the foregoing and such mutual funds shall have a rating not lower than Morningstar's 3-star rating or the equivalent thereof.

2. Fixed Income Securities

- a. In an effort to provide diversification and necessary liquidity for the overall portfolio, the fixed income and cash equivalent assets will be managed in accordance with the following benchmarks:

Asset	Benchmark Index
Fixed Income	Barclay's US Aggregate Bond Index
Cash	90-day Treasury Bill

The overall fixed income portfolio shall maintain a weighted average Standard and Poor's quality rating of AA or better.

- b. The average maturity or duration of securities in the fixed income security portfolio shall not exceed 10 years. Maturities may extend beyond 10 years if the duration of the cash flows as measured consistently with generally accepted accounting practices is ten years or shorter. The portfolio should also be managed consistent with the objectives of the fund as defined above.
- c. No more than 5 percent of the portfolio shall be invested in the obligations of any one issuer other than the U.S. government, its agencies or their assigns.
- d. All investments should be of trust investment quality or better, corporate, U.S. bank or better.

V. REPORTING and COMMUNICATION

The Investment Advisor shall report routinely to the Finance & Audit Committee and at least annually in person. Routine reporting shall include reports from the Investment Advisor not less than quarterly on the performance of the AIHEC portfolio, including comparative gross returns for the funds and their respective benchmarks, as well as a complete accounting of all transactions involving AIHEC's assets during the quarter, together with a statement of beginning balance, fees, capital appreciation, income and ending balance for each account. Additional reports and meetings with the Committee or Board may be requested.

The Finance & Audit Committee shall submit a report to the Board of Directors at each regular meeting on the status of AIHEC's investments, as necessary.

VI. PERFORMANCE MEASUREMENT & ACCOUNTABILITY

The following standard of performance shall be used to determine achievement of the Funds described herein: performance will be evaluated in comparison to the blended benchmarks specified for each AIHEC portfolio in Section III of this policy, using the following index definitions.

Index	Representative Strategy
S & P 500 Index	Large Cap Domestic Equity
Russell 2000	Small Cap Domestic Equity
MSCI EAFE	International Equity
Barclay's US Aggregate Bond Index	Fixed Income
Citigroup 3-month treasury bill	Cash Equivalents

Investment Advisor performance evaluation will occur continuously, but for the purposes of retention or dismissal shall occur annually. Evaluation period begins when this Investment Policy is approved, but not before the first day on which an Investment Advisor is retained.

VII. APPROVAL

Adopted:

June 28, 2017

Justin Guillory, Treasurer

Date



June 28, 2017

David Yarlott, Chair

Date

2017 Fall BoD Meeting

Executive Committee Minutes:

June 2017- September 2017

(The Committee did not meet in August.)

**MINUTES OF THE AIHEC EXECUTIVE COMMITTEE
MEETING
CONVENED BY CONFERENCE CALL – June 15, 2017**

I. CALL TO ORDER AND ROLL CALL

AIHEC Chair, David Yarlott, called the June meeting of the AIHEC Executive Committee to order at 12:37 p.m. (EDT) and called the roll of members with the following result:

Members Present

David Yarlott, Chair
Leander R. McDonald, Secretary
Cynthia Lindquist, Member at-Large
Larry Anderson, Membership & Accreditation Committee Chair
Robert Martin, Student Activities Committee Chair

Members Absent

Nathaniel St. Pierre, Vice-Chair
Justin Guillory, Treasurer
Billie Jo Kipp, Research Committee Chair

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

I. REVIEW AND APPROVAL OF APRIL 2017 COMMITTEE MINUTES

Chair Yarlott presented the minutes of the April 20, 2017 Executive Committee meeting for review and approval.

MOTION: President Lindquist moved [seconded by President Martin] to approve the minutes of the April 20, 2017 meeting.

OUTCOME: The motion was agreed to by voice vote.

II. LEGISLATIVE AND EXECUTIVE BRANCH UPDATE & ISSUES

- A. FY 2018 Budget & Appropriations:** AIHEC reported that there has been little progress on the FY 2018 budget and appropriations cycle. In the absence in either chamber of a budget resolution for the upcoming fiscal year, the various subcommittees still do not have their funding allocations. While the Appropriations Committees likely will proceed on assumed allocation figures that can be adjusted when firm numbers are determined, AIHEC staff stated that it is highly unlikely that the Congress will complete work on all spending bills prior to October 1, 2017. The new fiscal year will likely begin with at least one continuing resolution.
- B. Key Authorization Legislation:** Hearings continue to be held in preparation for the next Farm Bill reauthorization, which could occur in 2018. In fact, the Senate Agriculture Committee held a hearing on land-grant research programs just prior to today's Executive Committee call. The Tribal Colleges (1994 land-grant institutions) and AIHEC were represented at the hearing by Dr. Kerry Hartman, Nueta Hidatsa Sahnish College. AIHEC staff reported that Dr. Hartman was an

excellent representative of the Tribal Colleges and that AIHEC used information provided by several Tribal Colleges in Dr. Hartman's testimony.

Additionally, some activity has occurred towards the looming reauthorization of the Higher Education Act and the Perkins Career and Technical Education Act.

- C. Executive Branch:** Ms. Billy reported that the Department of Labor (DoL) is launching a women's entrepreneurship initiative and an apprenticeship initiative, both of which appear to rely heavily on private sector funding and participation. A representative from DoL will brief TCU presidents on the initiatives during the AIHEC summer meeting.

III. TCU & AIHEC CENTRAL UPDATES & ISSUES

A. Upcoming Meetings

AIHEC 2017 Summer: Washington, DC

Ms. Billy announced that U.S. Secretary of Education Betsy DeVos will not attend the AIHEC summer meeting. James Manning, Acting Under Secretary, and James Laws (Division head, OPE-Title III programs) will represent the Department. Meetings are also scheduled with the Departments of Agriculture and the Interior. U.S. Representative Tom Cole (R OK-4) has been invited to meet with the presidents, his schedule permitting. Rep. Cole is the chair of the Labor-HHS, Education Appropriations Subcommittee, under which HEA-Title III programs are funded. AIHEC has scheduled some additional meetings for executive committee members with Interior appropriation and OMB staff on Wednesday afternoon. AIHEC will contact additional TCU presidents whose Congressional members serve on the subcommittee.

TCU Presidents Convening: Princeton, New Jersey

Ms. Billy stated that TCU presidents would soon be contacted by ETS regarding their travel arrangements to the August 2-3, 2017 meeting in Princeton, NJ.

2017 Fall: Orlando, FL

The AIHEC fall Board of Directors meeting will be convened October 4-6 at the Hilton Grand Vacations at Tuscan Village in Orlando, FL. Presidents may secure rooms at the host hotel through the AIHEC website. The third annual GISS-TCU Institute for governing boards will be held immediately following the AIHEC board meeting at the same hotel.

B. AIHEC Central Office

AIHEC is preparing to submit a NARCH X grant proposal designed to build on AIHEC's current NARCH VII proposal addressing behavioral health and enhancement of TCU research capacity. (A summary of the proposal was included in the meeting materials.) AIHEC's NARCH VII grant ends next year. Ms. Billy asked for a motion of support for the submission of this latest proposal.

MOTION: President Lindquist moved [seconded by President Martin] that the Executive Committee supports the submission of a new NARCH proposal, building on AIHEC's current NARCH VII initiative.

OUTCOME: The motion was agreed to by voice vote.

C. TCU Updates and Announcements

- **Comanche Nation College (CNC):** AIHEC staff reported that CNC President Robbie Wahnee had informed them that CNC is no longer being financially supported by its chartering tribe. President Wahnee stated that the college has a small amount of reserve funds, which could be used to continue operations through the end of the year; however, the Tribe could decide otherwise.
- **The California Tribal College** is preparing an application to join AIHEC under the new membership category for Emerging & Developing institutions. CTC is in the process of hiring a president.
- **United Tribes Technical College:** President McDonald reported that UTTC's review by the Higher Learning Commission resulted in the college meeting all five criterion standards, with the exception of 4B: student assessment, which was met with concerns. UTTC remains in good standing; however, a report will be required in two years detailing how data is being used to guide decision making. President McDonald also reported that he has been accepted to be a peer-reviewer for HLC.
- **Cankdeska Cikana Community College (CCCC):** President Lindquist reported that CCCC was recommended for removal from probation. The college will meet with HLC's Institutional Actions Committee in August 2017.
- **Sinte Gleska University (SGU):** President McDonald noted that SGU was scheduled for HLC review at the same time as UTTC, but he had not heard an update on the college's status.

IV. NEW BUSINESS & MISCELLANEOUS

A. AIHEC Recommendation for American Indian College Fund Board

During the Spring 2017 meeting, the AIHEC board voted that President Sherry Allison (SIPI) be recommended to serve on the American Indian College Fund (A*CF) board. Subsequently, President Allison was informed by the Department of the Interior that she may not serve on the A*CF Board. Therefore, A*CF is requesting that AIHEC vote on a new recommendation during the upcoming summer Board meeting.

B. Other

President McDonald provided a brief update on National Congress of American Indians mid-year conference, convened in Uncasville, CT. The conference included a session on school choice, where it was reported that some culturally appropriate models in the K-12 systems were seeing great success for academic achievement.

President Anderson reported that the Fond du Lac Tribal and Community College has completed the WINHEC accreditation process and all went well.

V. ADJOURNMENT

MOTION: President McDonald moved [seconded by President Lindquist] that the June meeting of the AIHEC Executive Committee be adjourned.

OUTCOME: The motion was agreed to by voice vote.

Accordingly, the June meeting of the AIHEC Executive Committee was adjourned at 1:01 p.m. (EDT).

Minutes prepared by AIHEC staff.
Executed and acknowledged by the undersigned being the Secretary of the Corporation.

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

**MINUTES OF THE AIHEC EXECUTIVE COMMITTEE MEETING
CONVENED BY CONFERENCE CALL – July 27, 2017**

I. CALL TO ORDER AND ROLL CALL

AIHEC Chair, David Yarlott, called the July meeting of the AIHEC Executive Committee to order at 12:16 p.m. (EDT) and called the roll of members with the following result:

Members Present

David Yarlott, Chair
Leander R. McDonald, Secretary
Cynthia Lindquist, Member at-Large
Robert Martin, Student Activities Committee Chair
Billie Jo Kipp, Research Committee Chair

Members Absent

Nathaniel St. Pierre, Vice-Chair
Justin Guillory, Treasurer
Larry Anderson, Membership & Accreditation Committee Chair

A quorum was established.

Carrie Billy, Meg Goetz, and Maggie Grandon, AIHEC staff were also present.

II. REVIEW AND APPROVAL OF JUNE 2017 MEETING MINUTES

Chair Yarlott presented the minutes of the June 15, 2017 Executive Committee meeting for review and approval.

MOTION: President McDonald moved [seconded by President Kipp] to approve the minutes of the June 15, 2017 meeting, as presented.

OUTCOME: The motion was agreed to by voice vote.

III. LEGISLATIVE AND EXECUTIVE BRANCH UPDATES & ISSUES

A. FY 2018 Budget & Appropriations: Ms. Goetz reported that little has occurred in the Congressional budget and appropriations arenas over the past month. Currently, House and Senate members are laser-focused on efforts to repeal and replace the Affordable Care Act. Because of the lack of legislative movement and the polarized atmosphere on the Hill, at least one continuing resolution is certain to be required before October 1, 2017 to avoid a federal government shutdown. Another consideration this fall will be the need to increase the federal debt ceiling to avoid U.S. debt default.

B. Key Authorization Legislation: Some smaller bills are being introduced as place holders for the upcoming reauthorization of the Higher Education Act (HEA). AIHEC is working with Hill staff to ensure that TCU amendments and proposals are included in the various bills, as applicable.

C. Executive Branch:

TCU Executive Order Status Update: Ms. Billy reported that she is expecting to meet with Carlos Diaz Rosillo, Director of Policy and Interagency Coordination at the White House Domestic Policy Council, to further discuss a TCU executive order. An issue identified in initial discussions is how to implement a new TCU executive order without giving the impression that there is a lack of

Administration support for American Indian/Alaska Native (AI/AN) K-12 education. This is an issue because the current executive order encompasses both AI/AN K-12 and post-secondary education. Ms. Billy and Goetz stated that repealing the TCU add-on provisions to the Obama AI/AN education executive order and enacting a freestanding TCU program should be the recommended course of action.

USDA-AIHEC Memorandum of Understanding (MOU) Update: Secretary Perdue was scheduled to sign a MOU between AIHEC and the USDA during the 2017 summer meeting in Washington, DC. However, at the time of the signing, staff announced that Secretary Perdue had been called to the White House in preparation for a trip to China that evening, and that he would sign the MOU as soon as he returned from the trip. Several weeks have passed with no word from the USDA regarding the promised MOU. This week, AIHEC resent the document to the Secretary's office for his signature. AIHEC has not received a response at this time.

BIE ISC Calculations and Continuing Education Credits (CEU): A potential issue was reported with regard to CEU credit hours reported by TCUs for inclusion in the Tribal College Act Indian Student Count (ISC) calculations. Ms. Billy noted that while this is an immediate distribution issue for those TCUs funded under Title I of the Tribal College Act, the CEU issue will ultimately impact all TCUs as the TCU Act process for determining ISC is used for calculating distribution of HEA-Title III funds (Department of Education) and the Land-Grant Endowment annual interest yield (USDA). AIHEC and BIE staffs are engaged in conversations with the goal of addressing the ISC calculation issue as quickly as possible.

IV. AIHEC CENTRAL and TCU UPDATES & ISSUES

A. Upcoming Meetings

TCU Presidents' Convening: Princeton, New Jersey

Ms. Billy stated that TCU presidents would soon be contacted by Terri Flowers, ETS staff, regarding their travel arrangements for the August 2-3, 2017 meeting in Princeton, NJ. The agenda is being finalized, with a focus on strengthening TCU data intelligence, particularly as data relates to student success and completion with a purpose.

2017 Fall Board of Directors Meeting: Orlando, FL

The AIHEC 2017 Fall Board of Directors meeting will be convened October 4-6 at the Hilton Grand Vacations at Tuscan Village in Orlando, FL. Presidents may secure rooms at the host hotel through the AIHEC website. The third annual GISS-TCU Institute for governing boards will be held immediately following the AIHEC board meeting at the same hotel.

2018 Summer Board of Directors Meeting

Ms. Billy reported that President Brower, Iñisaġvik College, has offered to host the 2018 Summer Board of Directors meeting in Barrow, Alaska. The committee was pleased with the offer, but expressed concern about the potential cost of travel to Barrow. AIHEC staff was directed to look into the expected cost of travel of board members to Barrow and to offer other options, should the cost prove to be prohibitive. For example, one option proposed was to convene the board meeting in Seattle or Anchorage, with an optional trip to Iñisaġvik College immediately following the board meeting.

B. AIHEC Central Office

As has been the practice for the past several years, the AIHEC Central Office will be closed on Fridays in August through September 2 (Labor Day weekend).

C. TCU Updates and Announcements

Comanche Nation College (CNC): CNC President Wahnee reported to AIHEC staff that as of July 31, 2017, CNC will no longer operate as a Tribal College, by directive of Tribal leadership. Instead, the Tribe stated its intention to use the CNC facilities as an education center.

WINHEC/WIPCE Update: The World Indigenous Nations Higher Education Consortium (WINHEC) will hold the annual meeting in Ohswekan (Six Nations of the Grand River Territory), Ontario, Canada in late July. At the annual meeting, Fond du Lac Tribal and Community College will be awarded full WINHEC accreditation. In addition, Ms. Billy nominated President Bordeaux, Sinte Gleska University, to receive an honorary doctorate from WINHEC's World Indigenous Nations University (WINU). The WINU board concurred, and Dr. Bordeaux and Dr. Rongo Wetere, two founders of WINHEC, will be awarded honorary doctorates at the July meeting. The 2017 World Indigenous Peoples Conference on Education (WIPCE) will be convened in Toronto, Ontario, Canada immediately following the WINHEC meeting.

President Anderson reported that Fond du Lac Tribal and Community College staff had developed a presentation on the college's WINHEC accreditation journey, which will be made available for any college interested in the process. Chair Yarlott asked that the 2017 Fall Board of Directors meeting agenda include this presentation.

V. NEW BUSINESS & MISCELLANEOUS

A. *United States ex rel. Cain v. Salish Kootenai College, Inc.*

Some presidents have asked AIHEC about a recent 9th Circuit Court of Appeals decision in a case involving Salish Kootenai College (SKC). At this point, the courts are focused on determining whether the plaintiff's suit can move forward, or whether the case should be dismissed before getting to the merits, due to the Tribe's sovereign immunity. (The issue is whether or not the Tribe's immunity extends to SKC.) The case had been dismissed by the district court, then appealed to the 9th Circuit. The 9th Circuit determined that the district court used the wrong test in the decision that the Tribe's sovereign immunity extended to the college, and sent the case back to the lower court for reconsideration based on a different test. The pending district court decision could potentially limit the ability of Tribal Colleges to use a Tribe's sovereign immunity status. At this point, there is little that AIHEC can do, since the case is at the district court level. Few law firms are interested in submitting *amicus* briefs at the district court level, and the Board may not want to draw attention to the issue at this point. AIHEC will continue to monitor the case. President McDonald stated that United Tribes Technical College is not afforded tribal sovereign immunity now, because of the way in which the College was originally established and chartered.

B. AIHEC Bylaws Change

In follow-up to an issue raised by President Shortbull at the spring board meeting, AIHEC staff stated that over the past four board meetings (summer 2016-summer 2017), two roll call votes had been conducted. The outcome of each vote was decided by less than a majority of sitting board members. Mses. Billy and Goetz suggested that rather than a majority vote of directors present at the time of a vote, as is required under AIHEC's bylaws, the Board may want to consider amending

the bylaws to stipulate that a majority of the Regular members is required for a positive outcome of any roll call vote taken during a meeting of the full Board. Both types of majority vote are common among governing boards. President Yarlott proposed that the issue be brought before the Board for consideration during the fall meeting in Orlando, FL. The committee agreed and requested the discussion should include a review of the parameters of proxy votes under the bylaws (as required under Colorado Law) and the impact of abstentions from voting, to provide clarification for board members.

C. AIHEC Accreditation Effort

During the AIHEC 2017 summer meeting, the Board voted to impose a mandatory initial assessment (\$4,000) on each member institution to help pay the cost of exploring and securing CHEA accreditation for the TCUs. Immediately following adoption of the motion, another motion was adopted to postpone implementation of the assessment until the fall board meeting in Orlando, FL. President Martin reported that he would like to reach a final decision on the issue, as the discussion of a separate accrediting body for TCUs has taken up a considerable amount of the Board's time with no firm decisions being made. Additionally, discussion indicated a review of rules for engaging in a contract with AIHEC is necessary.

VI. ADJOURNMENT

MOTION: President Kipp moved [seconded by President Lindquist] that the July meeting of the AIHEC Executive Committee be adjourned.

OUTCOME: The motion was agreed to by voice vote.

Reminder: the Executive Committee will does not meet in either August or December. The next regularly scheduled executive committee meeting will be held Thursday, September 21 at 12:00 pm (EDT).

Accordingly, the July meeting of the AIHEC Executive Committee was adjourned at 1:05 p.m. (EDT).

Minutes prepared by AIHEC staff.

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

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

**Executive Committee Minutes for September 2017
are pending Committee action and
will be posted on BoardMax.**

AIHEC CODE OF CONDUCT

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

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

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

PRINCIPLES OF THE AIHEC CODE OF CONDUCT

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

I. INTEGRITY:

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

II. LOYALTY:

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

III. EQUALITY AND RESPECT:

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

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

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

IV. HONOR AND TRUST:

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

V. CONFIDENTIALITY:

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



College Fund Report to AIHEC Fall 2017

Student Success Services

TCU SCHOLARSHIP PROGRAM

Scholarship distribution for the fall 2017 term is complete. The total disbursed to the 34 participating schools was \$2,000,000. Allocations are proportional based on each school's ISC. There are 24 major donor funded scholarship programs this year in addition to the General Fund Scholarship. An additional \$2 million will be disbursed in January.

FULL CIRCLE SCHOLARSHIP PROGRAM

Awarding of 2017-18 scholarships is complete with scholarship offers from 77 major donor funded programs going to 940 students. The total awarded for fall and spring is \$3.57 million. Fall semester checks will be sent out over the next few weeks as we verify that recipients enrolled for classes, maintained a high enough GPA, and still meet other donor designated criteria.

Included in the Full Circle awards are 50 students who will be participating in a pilot program designed to enhance persistence and graduation rates. The Working to Improve Native Student Graduation Success (WINGS) program students will receive in-person and virtual coaching and are required to participate in activities designed to help them better navigate their college career. The students are at Haskell, NWIC, Muscogee and IAIA.

NATIVE PATHWAYS TO COLLEGE

Three of the four schools selected to implement the bridge program curriculum are well underway. Ft. Peck, Cankdeska Cikana and NWIC are working with their participants while Iłisaḡvik will start their program later this fall.

The team is busy scheduling fall visits to the high schools and TCUs that are participating in the program with the aim of recruiting new participants while conducting workshops and individual coaching with current participants.

INTERNSHIPS/CAREER READINESS

Work continues with corporate partners on identifying internship opportunities. Additional financial support is being sought to increase the number of interns we can support.

Work is progressing with Amazon to pilot a virtual internship/employment program to Sitting Bull, Haskell, and NWIC. Campus recruiting visits started and participants will be selected in the next few weeks.

STUDENT AMBASSADOR PROGRAM

Ten new ambassadors participated in our intensive three day training session here at the College Fund. They will represent us throughout the year at donor events and assist in supporting SSS activities at campuses and in their communities.

Research and Sponsored Programs

The Office of Research and Sponsored Programs administers 16 sponsored programs and research inquiries. This fall report focuses on highlighting new or renewed programs and also shares an update on important events and inquiries that will inform expansion of research and program initiatives. The final section provides a summary of research and program presentations and featured program news for the time period, July through September 2017.

New or renewed program initiatives and research projects:

1. INQUIRY PROJECT – KRESGE FOUNDATION

In August 2017, the College Fund was awarded \$450,000 from the Kresge Foundation to build a fundable internship program model, and create case studies of three institutions focusing on TCU development of student support service programs and capacity building efforts during their participation in the Great Lakes Project Success. The grant begins this fall and will continue through fall 2020. *For more information on this program, you may contact Crystal Loudhawk-Hedgepeth, Research Associate (Email: Cloudhawk-hedgepeth@collegefund.org)*

2. RESTORATION OF NATIVE ARTS AND CULTURE – MARGARET A. CARGILL PHILANTHROPIES

Native Arts and Cultural Preservation - Applications for the next four-month grant period have been disbursed to participating and eligible TCUs. The grant period will be for the October 2017 to January 2018 grant period and TCUs can apply for up to \$6,000. Four TCUs have applied and their applications are currently being reviewed (CMN, FLTCC, SGU, SBC). In addition to the available grants, the College Fund is proud to offer a cross-collaboration learning opportunity through the Restoration and Preservation of Traditional Native Arts and Knowledge Grant. Tribal Colleges and Universities (TCUs) program administrators will have the opportunity to learn, observe and exchange ideas from each other through the “Sister Site Visit” program. This grant is a \$1 million grant awarded to the College Fund in the spring of 2017. *For more information, please contact Bridget Skenadore, Program Officer (Email: bskenadore@collegefund.org)*

3. FORD COMMUNITY COLLEGE CHALLENGE (FORD C3) PROGRAM — FORD MOTOR COMPANY

In July 2017, the College Fund received notification of renewal of the Ford C3 program, at \$16,000. The Ford C3 is a one-time grant award in the amount of \$5,000 to support, design and develop a student-led initiative that addresses critical community needs in new and innovative ways, with a focus on helping tribal communities become more sustainable places to work and live. Seven TCUs were invited to apply for this grant opportunity, and by the deadline, only two TCUs completed and submitted an application for consideration. The grant term begins October 1, 2017. ***If your tribal college is interested in applying for this opportunity, please contact Cassandra Harden, Program Coordinator (Email charden@collegefund.org).* NOTE: Previously funded TCUs are not eligible for this grant.

Past TCUs awarded a Ford C3 grant focused on projects such as:

- “Barrow Bikes”, Iñisagvik College 2015
- “Sungwakan Wapiya, Healing with Horses”, Sinte Gleska University, 2015
- “Little Free Libraries”, United Tribes Technical College, 2015

- “Board/Card Game Nights & Essay Contest”, Aaniiih Nakoda College, 2016
- “Archery Course”, Southwestern Indian Polytechnic Institute, 2016
- “Student and Community Fellowship”, Stone Child College, 2016

4. DOLLAR GENERAL LITERACY FOUNDATION GED PROGRAM — DOLLAR GENERAL

In July, the College Fund launched an expanded GED program in collaboration with four TCUs: Oglala Lakota College, Sinte Gleska University, Southwestern Indian Polytechnic Institute and Tohono O’odham Community College. Expanded support is in the amount of \$250,000, an increase of \$150,000 over the previous year (2015-2016). Dollar General Literacy Foundation seeks to support programming in geographic regions that are located within the Dollar General footprint, and selected TCUs have established GED/HSE programs that serve or have the potential to serve a large number of students. *For information on this program you may contact Tarajeane Yazzie-Mintz, VP of Program Initiatives (Email: tyazzie-mintz@collegefund.org)*

5. SCHOLARLY EMERGENCE FOR ENVIRONMENTAL DESIGN AND STEWARDSHIP (SEEDS) — MARGARET A. CARGILL PHILANTHROPIES

The College Fund is launching a new program called, Scholarly Emergence for Environmental Design and Stewardship (SEEDS). This new program is a \$1.35 million grant that will support building program, faculty, and institutional capacity at tribal colleges and universities to strengthen and expand curriculum, faculty development, degree programs, and student success in the field of environmental sciences and related fields. Furthermore, this program focuses on the integration of place-based knowledge and inter-generational knowledge exchange into five components of environmental design programming. Tribal colleges are intellectual and educational centers of the tribal nations that they serve, and as higher education institutions, they are positioned to offer Native place-based solutions to complex and historical environmental issues identified across diverse bio- and eco-systems in the Upper Midwest and grassland of Montana.

Through this grant opportunity, tribal colleges have the potential to contribute to the development of leaders in tribal environmental initiatives, by offering strong academic preparation, research opportunities, and work-career experiences, greatly needed within tribal communities.

- Tribal colleges and universities awarded a sub-grant will increase institutional capacity to offer new or expanded degree programs in environmental studies by integrating place-based approaches and knowledge, intergenerational knowledge exchange toward preservation of Native life ways related to environmental stewardship and sustainability.
- Faculty across 19 eligible tribal colleges will strengthen or develop skills, credentials, and knowledge through professional development and fellowship opportunities, so as to transform learning experiences for students toward successful completion of degree programs.
- Students across 19 eligible tribal colleges will benefit from participation in place-based internship and fellowship opportunities supporting development of leadership and

research skills necessary for successful transition to careers in environmental science, natural sciences, or related fields.

For information regarding this program, contact Kendra Teague, Program Administrator (Email: kteague@collegefund.org).

Inquiries on the horizon:

SURVEY ON COLLEGE FUND SCHOLARSHIP RECIPIENTS

There are two surveys that are currently in development at the College Fund, designed to gather and analyze data on scholarship recipients. First, the current scholarship recipient pilot survey was administered between April and June 2017 to 4,500 TCU and Full Circle scholarship recipients; 750 scholarship recipients responded. Analysis of the data and revision of the survey instrument is ongoing, with a plan to administer the revised survey instrument in April, 2018. The intent of this survey is to gather information about scholarship recipient pathways to success, and knowledge and utilization of institutional and College Fund resources. The second survey is the College Fund scholarship recipient post-graduation pilot survey to be administered this fall. The intent of this survey is to gather information on employment and wage earning, degree pathways, and college experiences as they relate to job/employment. The College Fund encourages Presidents and institutional leadership to share information about these surveys with students and encourage them to participate. *For more information, please contact David Sanders, VP of Research, Evaluation, and Faculty Development (Email: dsanders@collegefund.org).*

SUMMARY OF ORSP PRESENTATIONS AND FEATURED PROGRAM NEWS

To learn more about the Office of Research and Sponsored Programs, visit the College Fund's research and programs webpage: <http://collegefund.org/research-and-programs/>
Regular updates and program accomplishments are disseminated via the College Fund's multiple social media and news channels, blogs, and program webpages.

Below are selected presentations and featured program news:

- Lilly Building Research Capacity Initiative grant ended June 30, 2017, and a final report was submitted to the Lilly Endowment, LLC, in July. The Building Research Capacity Initiative was a 4-year \$1.7 million dollar grant focused on building the College Fund's research and data capacity and that of TCUs.
- Building Sustainability Pathways (BSP) program ended June 30, 2017, and the final report was submitted to the Margaret A. Cargill Philanthropies in August. This environmental sustainability program resulted in significant funding in key areas: faculty fellowships, student fellowships, internships, and professional and curriculum development.
 - 7 faculty fellowships at \$20,000
 - 9 faculty professional development grants at \$2000
 - 29 student fellowships at \$14,000
 - 27 student internships ranging from \$2000-\$4,000
 - 3 new program development grants ranging from \$45,000- \$75,000
 - 2 program enhancement grants at \$20,000 and \$25,000

- The entire Office of Research and Sponsored Programs team presented research and program workshops at the World Indigenous Peoples Conference on Education, in Toronto, Canada. The presentations focused on Data and TCU programs, Tribal College Transfer, Restoration of Native Arts, Environmental Sustainability, and Community-Based Early Childhood Educational Transformation.
- Steve Dupuis, Mellon Career Enhancement Fellow (2013-14), completed his Doctor of Management in Organizational Leadership and Technology from the University of Phoenix. He is the 27th Mellon Career Enhancement Fellow to receive his Doctorate.
- The College Fund awarded four new Mellon Career Enhancement Fellowships for the 2017-18 academic year. The four new fellows are:
 - Colleen Carew (SKC) – Department Chair of Social Work Program. Pursuing her Ph.D. in Expressive Arts Therapy from Lesley University in Cambridge, Massachusetts. Her proposed dissertation title is “Cultivating a Sense of Place Through Indigenous Arts.”
 - Chris Fried (SBC) – Director of Teacher Education Department. Pursuing his Ph.D. in the College of Education with an emphasis in School Improvement from the University of West Georgia. His proposed title is “The Role of Mentoring and Induction Programs for New Teachers in Schools Serving Native American Students.”
 - Monte Randall (CMN) – Dean of Academic Affairs and Instructor of Tribal Services, Native American Studies, Gaming and General Education courses. Pursuing his Ed.D. in Educational Leadership in Higher Education Administration from Oral Roberts University. His proposed dissertation title is “The Effect of a Life Skills Curriculum on the Problem Solving Abilities of Tribal College Students.”
 - Lexie Tom (NWIC) – Department Chair of Native Studies. Pursuing her Ph.D. in Indigenous Studies from the University of Alaska – Fairbanks. Her proposed dissertation title is “An Indigenous Teacher Preparation Framework.”
- In July 2017, Native Arts and Culture Program Officer, Bridget Skenadore, presented a talk at the Peabody Essex Museum’s Summer Leadership Talk series in Salem, MA. She served on a panel with a representative from Honoring Nations at Harvard’s Kennedy School of Government. Bridget provided an overview of the Traditional Native Arts grant and discussed two case studies that demonstrate creative intergenerational knowledge sharing which sustain and expand community-based arts. This was a great opportunity to showcase the work that TCUs are providing to their students and communities on Traditional Native Arts.
- TCU ECE Program Coordinator, Cassandra Harden, and *Restorative Teachings* Project Directors from Southwestern Indian Polytechnic Institute and Keweenaw Bay Ojibwa Community College completed a week-long course called, “Early Childhood Research in Tribal Communities.” This course was offered by program partners at the Center for American Indian Health at Johns Hopkins Bloomberg School of Public Health (VP of Program Initiatives, Tarajeau Yazzie-Mintz, served as an affiliated faculty of the summer institute).
- Bridget Skenadore (Program Officer of Native Arts and Culture), Tarajeau Yazzie-Mintz (VP of Program Initiatives), and David Sanders (VP of Research, Evaluation, and Faculty Development) attended a Native Arts and Cultures Grantee-Partner Convening, *Numbers and Narratives: Harvesting Our Data to Tell our Story*, hosted by the Margaret A. Cargill Philanthropies. The event brought together over 50 grantee representatives from across the United States and Canada.

Public Education

Work for the revised student section of our web site began in July and is on target for completion October 31, 2017. Data shows that the majority of our users are students, and we will be enhancing the usability and other features for student users.

We are also continuing our blogs, which include the main College Fund blog, the president's blog, student and alumni blog, and an ORSP blog. We often feature guest bloggers. We welcome blogs on your TCU programs, a student, or an issue facing Indian Country and Native higher education, and more. We have had guest blogs from student interns on the importance of internships to TCU students; program participants in the ECE and Native Pathways programs that explain the benefits of the program to individuals and their communities, and we have galvanized the Native community to reach out to founder Mark Zuckerberg on his post about his visit to the Blackfeet Reservation, as well as a story about Leech Lake Tribal College being named number one TCU in the country and a student blog about her work at a summer camp with people with special needs.

PR

The following public relations projects are underway:

- Continuing work on a story on language preservation and success in conjunction with ORSP.
- Continuing pitches about homeless/food insecurity story of students in tribal communities with mainstream media outlets.
- PR work ongoing with the AT&T program.
- Cheryl Crazy Bull will appear on Comcast Newsmakers, with taping slated for October 11 in their national studios.
- A newly formed ad hoc communications subcommittee met to discuss ways to increase publicity leading to public awareness about the College Fund. Communications projects are underway for corporate support during Native American Heritage Month; the Wieden+Kennedy PSA re-launch, and a story about the organizational success of the College Fund. In addition, staff is investigating the creation of a project plan supporting creation of a test program for a speaker's bureau for TCU presidents, faculty, and staff and TCU alumni to be cultivated as expert speakers for the press.
- The 2017-18 annual report is currently being written with publication slated for December 2017. The annual report will be released in print and electronic formats.

Successful pitches, interviews, mentions, and articles include:

- The School Resources and Learning Guide, by Shannon Lee, <http://www.accreditedschoolsonline.org/resources/>, September 2017.
- Tribe Called Red performs before packed Reno crowd on July 31, by Jarrette Werk | Special to First Nation's Focus, *Nevada Appeal* (Reno, Nevada), August 15, 2017, <http://www.nevadaappeal.com/first-nations-focus/a-tribe-called-red-performs-before-packed-reno-crowd-on-july-31/>.
- The American Indian College Fund Has a Message for Mark Zuckerberg, *Indian Country Today*, August 7, 2017, <https://www.google.com/url?rct=j&sa=t&url=https://indiancountrymedianetwork.com/education/native-education/video-american-indian-college-fund-message-mark->

[zuckerberg/&ct=ga&cd=CAEYACoSODMxNTM3NzIxMTM2OTYxMjI4MhpkNGEYnBhMDY0NGQyZDc1OmNvbTplbjpVUw&usg=AFQjCNEq_Ko3L28Rr9qMT19bVn1aCfWoww](https://www.facebook.com/collegefund/?ct=ga&cd=CAEYACoSODMxNTM3NzIxMTM2OTYxMjI4MhpkNGEYnBhMDY0NGQyZDc1OmNvbTplbjpVUw&usg=AFQjCNEq_Ko3L28Rr9qMT19bVn1aCfWoww)

- College Fund employee Davida Delmar appears on *Native America Calling* radio program on August 5, 2017, on a panel discussion of students and social media.
- The Real Legacy of Crazy Horse, by Alia Wong, *The Atlantic*, August 2, 2017. <https://www.theatlantic.com/education/archive/2017/08/the-real-legacy-of-crazy-horse/534924/>
- Leaders Turning to Data, Cultural Strategies to Boost Tribal Students' Success, *Diverse Issues in Higher Education*, August 2, 2017, <http://diverseeducation.com/article/99741/>
- American Indian College Fund Announces Three-Year Environmental Design and Stewardship Program to Restore Native Knowledge for Healthy Earth, July 18, 2017, wire. 178 news outlet pick-ups.
- A first-person piece on the value of tribal colleges and universities was pitched to student Robin Maxkii at Salish Kootenai College. Public Ed staff worked with Robin to write the piece as an opinion piece and pitched to *The Chronicle of Higher Education*. The piece was accepted for their pending diversity supplement to be published in September, 2017, and Robin will be paid for her piece.

Resource Development

NEW YORK FLAME OF HOPE GALA

The New York Flame of Hope Gala is scheduled for Wednesday, April 11 at Gotham Hall. Entertainment is Rita Coolidge. TCU presidents are encouraged to attend. Each TCU president is comped a ticket to the Gala and is able to purchase a guest ticket at cost. More info will be shared in early 2018 – see following page for our Save the Date card.

Accountability and Transparency

CHARITY WATCHDOG RATINGS

The American Indian College Fund meets all charity watchdog standards:

- In June 2017, Charity Navigator, the nation's top charity evaluation system, re-awarded the College Fund with a **four-star rating**, the highest rating possible, for sound fiscal management and excellent transparency.
- In July 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 September 2017. A renewal application was recently submitted and we are awaiting affirmation of our renewal.
- The College Fund earned the "Best in America Seal of Excellence" from the Independent Charities of America (also known as America's Best Charities). Of the one million charities operating in the United States, fewer than 2,000 organizations are 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.

2018 NEW YORK FLAME OF HOPE GALA

 **STAND WITH NATIVE STUDENTS** 



AMERICAN INDIAN
COLLEGE FUND 

SAVE THE DATE • WEDNESDAY, APRIL 11, 2018

HEADLINE PERFORMER - RITA COOLIDGE
6:30 P.M. COCKTAIL RECEPTION
7:30 P.M. DINNER & PROGRAM

GOTHAM HALL
1356 BROADWAY | NEW YORK, NY 10018

TICKETS AND TABLES ARE AVAILABLE NOW.

EMAIL: [KKEATING@COLLEGEFUND.ORG](mailto:kkeating@collegefund.org)

For more information visit www.collegefund.org or 303-426-8900



BOARD OF TRUSTEES JOB DESCRIPTION

ACCOUNTABLE TO	The Board of Trustees has the overall responsibility for the American Indian College Fund (“College Fund”). The Board is accountable to the public and Indian people to build long-term financial performance and value in the College Fund and to assure that the College Fund operates consistently with high values. The primary constituents of the Board are the tribal colleges and universities (TCUs), their students and donors to the College Fund.
LEGAL RESPONSIBILITIES	<p>The business and affairs of the College Fund are managed by or under the direction of the Board of Trustees. The Board is responsible for regularly evaluating the effectiveness of management in the execution of the College Fund’s mission and business strategies. The legal obligations of the Board are comprised of:</p> <ul style="list-style-type: none"> ⊕ Duty of Care – makes prudent decisions, i.e., must exercise care of ordinarily prudent person in a like position and under similar circumstances. ⊕ Duty of Obedience – responsible for the operation of the College Fund in compliance with all applicable laws and regulations and the College Fund’s legal documents. ⊕ Duty of Loyalty – faithful pursuit of the College Fund’s interests above the interests of another person or organization.
GENERAL DUTIES	<ul style="list-style-type: none"> ⊕ Identify organizational values and vision to benefit the TCUs, their students and donors to the College Fund. ⊕ Provide guidance, counsel, and direction to management in formulating and evaluating strategies and plans. ⊕ Monitor performance of the College Fund against established criteria. ⊕ Evaluate the effectiveness of the Board. ⊕ Ensure management succession, including hiring the president. ⊕ Evaluate the College Fund’s President & CEO. ⊕ Identify possible nominees to the Board. ⊕ Exercise prudence and adhere to ethical practices, monitor compliance with federal, state and local common and statutory law, and provide full and fair disclosure to our donors, regulators and other constituents. ⊕ Exercise all powers reserved to the College Fund in the Articles of Incorporation, the Bylaws and the Committee Charters. ⊕ Establish policies for Board operations. ⊕ Assist with fiduciary responsibilities, e.g., review the organization's financial statements, adopt an annual budget, monitor investment strategies, and approve policies. ⊕ Prepare for and attend all Board meetings and serve on Committee(s) as assigned by the Board. Participate appropriately in Board and Committee meetings. ⊕ Contribute financial resources in a generous way to the College Fund taking into account personal circumstances and lend expertise to the Board for the good of the College Fund. ⊕ Assist with the development of long-range strategic fundraising plans to meet the needs of the TCUs. ⊕ Promote and advocate on behalf of the College Fund and the TCUs. When possible, attend College Fund functions, e.g., special events.

<p>CODE OF ETHICS & CONDUCT</p>	<p>All members of the College Fund’s Board are expected to adhere to our Code of Ethics & Conduct and Conflict of Interest policies. A member of the College Fund’s Board will:</p> <ul style="list-style-type: none"> ⊕ Declare any personal conflicts of interest and abstain from voting on issues that appear to be conflicts of interest. ⊕ Be respectful, in and outside of the Board meeting, of fellow trustees and their opinions. ⊕ Not use position on the College Fund’s Board for personal advantage or the personal advantage of friends, relatives, or business associates or affiliates. ⊕ Observe confidential proceedings of the Board and not discuss proceedings outside of the Board meeting. ⊕ Support open discussion on any agenda item prior to a vote. Once vote is taken, support the decision of the majority (unless the action violates the Code of Conduct). ⊕ Not undermine the President’s authority nor interfere with the duties of the President. Refrain from making special requests of the staff. ⊕ Recognize that the College Fund’s and the TCUs’ best interests must prevail over any individual interest.
<p>STATEMENT OF CORE STANDARDS</p>	<ul style="list-style-type: none"> ⊕ Honesty: act with complete honesty in all dealings. ⊕ Integrity: act with personal and professional integrity. ⊕ Respect: respect others and support and protect diversity. ⊕ Loyalty: be loyal to the College Fund and its mission. ⊕ Confidentiality: protect confidential information. ⊕ Responsibility: manage the College Fund’s resources in a responsible manner, thus maximizing the College Fund’s ability to advance its mission. ⊕ Transparency: be open and candid about activities and operations. ⊕ Governance: Govern carefully and honestly to advance the mission of the College Fund. ⊕ Compliance: Comply with the College Fund’s Code of Conduct, the rules and regulations of the College Fund as well as both the letter and spirit of all federal, tribal, state and local laws. ⊕ Duty: Seek guidance concerning, and report breaches of, the College Fund’s Code of Ethics & Conduct.
<p>SKILLS & ABILITIES</p>	<ul style="list-style-type: none"> ⊕ Ability: to listen, analyze and question objectively, think clearly and creatively, communicate effectively and work well with people individually and in a group. ⊕ Willing: to read all Board and Committee meeting minutes and other materials sent out before Board and Committee meetings, take responsibility and follow through on given assignment(s), donate personal and financial resources, promote and advocate on behalf of the College Fund and the TCUs, and evaluate oneself as a Board member. ⊕ Develop certain skills if you do not already possess them, such as: cultivate and solicit funds, cultivate and recruit Board members and other volunteers, read and understand financial statements, and learn more about the programs supported and administered by the College Fund. ⊕ Possess: honesty, sensitivity to and tolerance of differing views, a professional, responsive and patient approach, personal integrity, sense of humor, appreciation of the College Fund and the TCUs, and concern for the College Fund’s development.

**Tribal College and University Library Association (TCULA)
Report to the AIHEC Board
Fall 2017**

Alaska:

Iiisagvik College, Barrow, Alaska –

The Iiisagvik College Board of Trustees held their June meeting in the library and conferred Library Director Emeritus status to recently retired Tuzzy Library Director David Ongley for his 21 years of distinguished and meritorious service to Tuzzy Library, Iiisagvik College, and the North Slope Community.

Iiisagvik College received approval for a new Bachelor Degree in Business Administration (BBA). Library staff worked extensively with Business faculty on collection development efforts and database evaluations to support the needs of this new degree offering in its inaugural semester this Fall.

Tuzzy Library received 16,662 patron visits to the library and circulated 13,574 items during June, July and August. Our Summer Reading program finished strong with over 300 readers participating across all eight North Slope Villages. One of the many highlights of the summer reading program included an ice-cream making event, which was fun for community members of all ages.



Other library events this quarter included monthly Archival Movie Nights, featuring rare cultural films from the archives, Family Movie Nights, a series of camps and presentations on Disaster Preparedness, and a continuation of our Tuzzy Schoolyard Talks lecture series on the following topics:

- Local Environmental Changes: Who You Gonna Call?
- Unsettling Biomedicine: The Changing Ethics of Biomedical Research in the Cold War Alaskan Arctic

- China's Global Reach: It's Impact on Arctic Policy
- PERCIAS Applied Theater: Writing About Natural Disasters
- i-Camp Student Film Festival
- Living with Sea Ice: Voices from Utqiagvik and Qikiqtaġruk

In August, all library staff started the new semester by attending staff development workshops during College Orientation Week. Library staff also conducted Library Orientation Sessions for new students, met with faculty to conduct collection reviews, and staffed a table at the College's Registration event to get to know our students and personally deliver information about library services to both new and returning students.

The library classroom space is nearly utilized to capacity with 9 college classes and labs with 15 sessions occupying the space each week along with multiple community and private use bookings. Recently private uses have included employee training for a new business owner, workforce development classes, trainings for child services workers, and focus groups. Three of the classes and one lab are delivered via videoconference, connecting students and instructors across rural northern Alaska. The library is able to provide this videoconferencing service thanks to the State of Alaska funded Online With Libraries (OWL) Program which provides the videoconference network, technical support for libraries, and the videoconference equipment housed at each library location.

Arizona:

Tohono O'odham Community College Library, Sells, Arizona – Carmella Pablo, Library Assistant, completed phase 1 of weeding the circulating collection and is on phase 2 of the project. She is proofreader for the library's online reference page. Spencer Rhodes, Student Library Worker, updated special collections vertical files and subject headings list.

Approximately 215 print/film items were added to the library's collections. Much prep work went into preparing the iPads for fall semester. Staff worked with IT and the Student Success Center on the iPads on existing iPads, and Madelyn Cook, Library consultant, cataloged 50 new iPads. Forty overdue iPads were retrieved.

TOCCL joined the Arizona Community College Libraries Consortium (ACCLC) and ordered 8 new databases at reduced rates. Elaine Cubbins, Librarian, was asked to join the ACCLC Board of Directors.

Library staff participated in the student orientations; proofread essays for students; worked with 2 TOCC graduates now at The University of Arizona with their summer courses; helped students with online FAFSA applications and online registration; assisted with scholarship essays; found hard-to-find resources on Tohono O’odham and other topics for students and employees; etc.

Library staff reorganized the library, including: added 2 fireproof file cabinets (4 total); added 3rd staff workstation; set up an adjunct instructor area for 4 adjuncts; added 4 special collection shelving units and shifted the collection; added special collection horizontal map case and shifted collection; moved 5 DVD/VHS shelves from special collections into office; added special collection study table and chairs; added a study carrel.

Elizabeth Ortega, Library Assistant, presented on traditional Tohono O’odham pottery making at the Western Area Youth Conference in Pisinemo, AZ, on 07/27/2019. Cubbins was elected secretary of T-Ba’itk Faculty Senate and co-chair of the assessment committee. During the summer, Ortega taught Tohono O’odham basketry to a full class of students. Ortega was invited to join the TOCC Himdag Committee.

This fall semester TOCC has a total of 371 unduplicated students enrolled. We pride ourselves on “customer” service. We love TOCC students!

Kansas:

Haskell Indian Nations University, Lawrence, Kansas –

The Library Changes

Our library director spent most of the summer training staff for her transition to an international position. Every day we are expanding our duties and skillsets as we adjust to the organizational changes. We hired a 60-day emergency hire who prepared textbooks, weeded the video collection, and facilitated fall new student worker orientation. We are currently on a search for a full time library technician on USAJobs.

Meeting New Students

Haskell teamed with KU Librarians to introduce 270 freshmen to their academic libraries during orientation. We gamified introductory activities and immerse our library staff in the campus eclipse activities in hopes to minimize library anxiety for freshmen. Students can connect to the library by text, phone, email, Facebook, FB Messenger, and Snapchat.

Our Environment

Our library connects to students by offering free water, coffee and teas throughout each day and evening to students who bring their own mug. We are collaborating with our bursar and our ILS administrators to become more forgiving on the book fine policies. Students with book damages or lost books may replace or work off their fines creating a new comfort level with the library environment and people. This has become a job pool for future library workers.

Library Use by Courses

By week four of the semester, the Technology Learning Center was reserved for six class sessions to use technology, seven information literacy sessions, four introductory library requests, two financial aid workshops, three Blackboard/printing/login workshops, and one two-day suicide prevention workshop. New courses to use the library were Environmental Science 415 course and Records and Information Management courses. New additions in ProQuest are Criminal Justice, Social Science, and Biology Collection were appreciated by the Environmental Science instructors.

Textbook & TI-84 ce Color Graphing Calculator Circulation Data

Textbook purchasing changed to the responsibility of the academic departments. The library received, cleaned, de-stickered, cataloged, and processed 777 new and used textbooks since August. Library staff checked out 2,963 textbooks to our students saving them \$309,470 in textbook costs. 108 calculators were checked out by students in our math courses. Students in College Algebra were given first priority. Their retail value last year was \$149.00 saving students \$16,092 in higher education costs.

Library's Partners

Haskell's Humanities and Student Success are combining to form one tutoring service being visually located serving students 30 hours a week. One math instructor will be requiring weekly library study hours requiring staff to sign for accountability for 50 students. The library will be beginning a new restorative justice program with students who earned incident reports in the evenings by just simply spending free time in the library. The library is home to the KU Bridge program. Two adjunct faculty in Environmental Science are considering moving in to study rooms. Five student clubs meet regularly in the library's open space and classroom. KU Medical Center with (with two indigenous faculty and one indigenous researcher) will continue their meeting their quota as they further their study on an online smoking cessation program designed for natives. EBSCO introduced themselves to FYE class with free

pizza and freebies. The library hosted the new Haskell Book and Film Club increasing our interlibrary loan numbers and seven members for their first meeting.

Future Projects

Selection and purchasing are complete for a new proxy server and we will soon implement the OCLC's EZProxy crossover and upkeep with our IT department. During which, our proxy server will be down limiting access campus only access to our beloved databases for a couple weeks. Our webpage needs major updates. KU senior scientist is looking to begin teaching genealogy using the Fold 3 database in some repeating workshops. KU Libraries and Haskell will host a national ITHAKA study on indigenous methodology use by researchers in December which will continue throughout the upcoming year upon approval. Community and Haskell partnerships are being established for the NLM Native Voices exhibit next spring.

Onward Haskell!

Michigan:

Keweenaw Bay Ojibwa Community College, Baraga, Michigan – Summer was a quiet time in the library. After Summer Semester ended the middle of July, the library was closed until the week prior to the start of the Fall 2017 Semester.

However, the Liberal Studies Department hosted the annual Upper Peninsula of Michigan Poets Workshop in June. The event was well attended with readings, workshops, and vendor tables available for participants. Kim Blasser from the University of Wisconsin, Madison, was the guest Poet at the event. Library Staff are an event participants. Authors from this event often donate written material to the S.R. Covio Michigan Poets Collection in the Library.

An intern did work during the closed summer time to scan news articles about KBOCC and KBIC into a fledgling Archives within the Library. These are articles written for the local newspaper and are often submitted by College personnel to the paper.

Saginaw Chippewa Tribal College Library, Mount Pleasant, Michigan - The Saginaw Chippewa Tribal College Library continues to provide services to students, faculty, and community members in the Student Resource Center on the campus of the Tribal College. In this quarter, we completed cataloging the donated professional collection of retired professor of Native Studies Dr. Mico Slattery. These hundreds of books and DVDs are already being utilized by patrons at the College Library as well as borrowed by patrons at our Tribal (public) Library and at our partner libraries. We had our largest College participation ever in summer reading program this year, as students and faculty read their way around the world with our Niibing Gindaasaang summer passport. We continue to expand our information literacy instruction as more faculty members take advantage of this service. We are excited to have been awarded an IMLS Enhancement Grant for a series of programs and literacy initiatives which will connect the Saginaw Chippewa Tribal Libraries with community partners to create a multi-faceted series of

programs which will empower community members to live bimaadiziwin, the good life. This two-year project will begin in December 2017.

Minnesota:

Leech Lake Tribal College, Cass Lake, Minnesota – The Bezhigoogahbow Library at Leech Lake Tribal College had an eventful summer and a busy start of the fall semester. Throughout July and into August, the library hosted iCamp—a six-week series of iPad digital media workshops for kids—in a total of four different Leech Lake communities as well as at the library. At the same time, library staff also worked with Leech Lake Gaming’s Youth Development Program to coordinate five weeks of mini-LLTC courses for the youth to attend. When not helping LLTC’s nearly 200 current students, library staff continue to work on several longer term projects, including upgrading the library’s archive space, creating and publishing an Ojibwe language board book, and coordinating community computer classes.

Red Lake Nation College, Red Lake, Minnesota – Medweganoonind Library & Archives, Red Lake Nation College



**Summer Intern
Christopher Smith**



The Medweganoonind Library & Archives has had a very eventful summer and start to the fall semester! The Medweganoonind Library had a total of 232 visitors sign-in at the library during the summer, and we have already had 246 visitors sign-in during the first three weeks on the fall semester!

This summer, the Medweganoonind Library had two summer library interns, Hillary and Christopher, thanks to our IMLS Enhancement grant. Hillary worked closely with Jen Hart, our Library Technician, cataloging and processing books into our new online catalog. She also reconfigured our Children’s collection into more accessible bins organized by subject.

Our second intern, Christopher, worked closely with Cassy Keyport, our Library & Archives Director, to move the archives from the old archives location to the new archives space at the college. HUGE progress was made this summer in the archives. We hope to be fully moved out of the old archives space by early October 2017. Once we are moved over, we can begin to do an updated inventory.

The library/archives staff has grown to three full-time employees! We welcomed Sara Spears on board as our full-time Archives Assistant on September 1.

The Medweganoonind Library & Archives has made an effort to do more in the community these past few months. We have begun to table at community events and also hosted several paper moccasin making workshops with community wellness camps over the summer.

We held an Open House on Saturday, September 9. 44 people came to that event alone! The Open House was a time for community to come in and meet the staff, sign up for a library card, and do some crafts like DIY bookmarks and button making.

**Summer Intern
Hillary Gurneau**



Button Making was a huge hit at the Open House!



story time.



Two of the paper moccasins made with Youth Wellness Camps.

White Earth Tribal and Community College, Mahnomon, Minnesota – Over the summer the WETCC library completed its first full inventory since consolidating its collection and moving into its new space a year ago. We also expanded our outreach by collaborating with WETCC Extension to provide weekly summer programming for the local Boys and Girls Club. This fall we continue to promote the library as the, “Student Success Hub” – a place where students can come, not only for library/information materials and a quiet space, but also for tutoring/mentoring, answers to general questions, and help finding help -- whether it’s resources on-campus, within the greater community, or online. We’re slowly dispelling the outdated belief that libraries are just about books!

Montana:

Aaniiih Nakoda College, Harlem, Montana – Greetings from Aaniiih Nakoda College Library. For the first time, ANC Library held a summer reading incentive program. We had 50 people sign up, which is really great for our small community, but only 3 finished the program so we will have to figure out something different for next year to invite more participation. The library hosted an eclipse watch party on August 21. We did a short presentation on different cultural beliefs surrounding the eclipse then made pinhole projectors to safely watch the eclipse. We gave out 150 solar-safe glasses and about 50 stayed to watch the eclipse under our Big Sky Arbor.

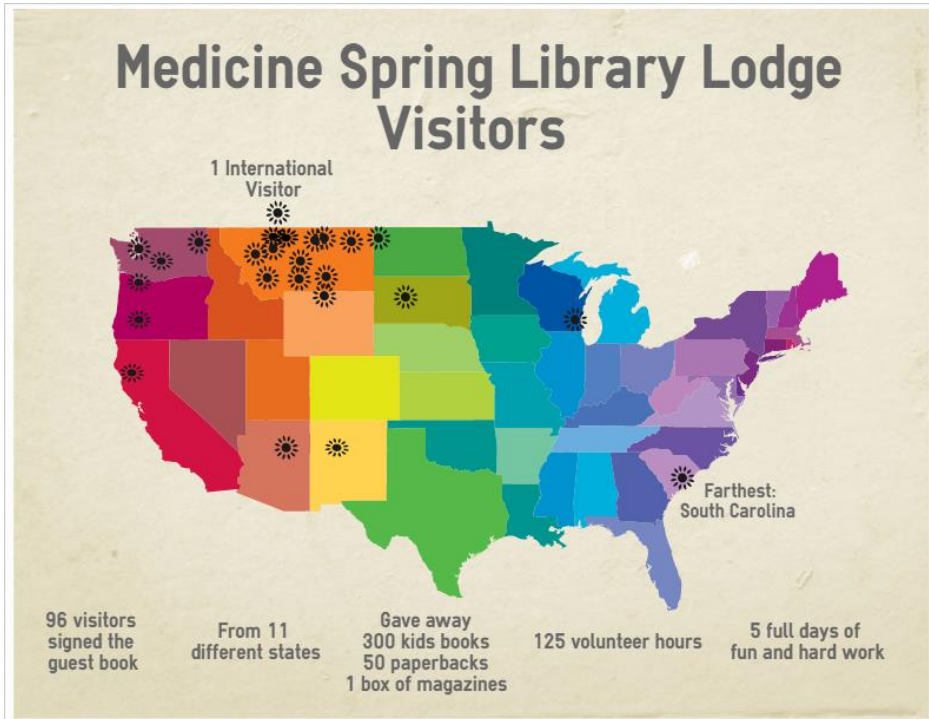
We are so happy to have our students back for Fall Semester! The library has been very busy teaching library instruction sessions as requested by faculty members from across the curriculum. By including Information Literacy as a General Education Requirement, the library has become more involved with educational outcomes and it seems to be working very well. We are in the second year of a two-year IMLS Enhancement Grant which is providing outreach services to the Hays and Lodgepole areas. Patrons have really appreciated the hands on activities and bookmobile services being provided through this grant opportunity.



Blackfeet Community College, Browning, Montana – Our summer at Blackfeet Community College was packed with programs. We hired two high school students for the Inclusive Internship Initiative (III) from the Public Library Association. III is an IMLS funded program to encourage high school students, from minority groups, of to think about librarianship as a career. We took a whirlwind trip to Washington D.C. where we met the other interns and mentors, were introduced to the Library of Congress, and went through six master sessions dealing with minorities in librarianship. Our interns had never been to D.C. and the experience was a bit overwhelming for them, particularly the heat and humidity. Throughout the summer, our interns assisted with programming, from helping create fliers, to taking an active part during each event, to leading a few sessions. They had wanted to complete a project about bullying, but they were unable to finish their plans. Instead, when we go to Chicago in October to wrap up the project, they will report on the very important part they played in the many programs we completed during their internship.



July was the busiest month. We wanted to create a library presence at the annual North American Indian Days powwow here in Browning. During Kids' Day, our staff gave away free books. They were able to give away 250 books, and even through the scorching hot day, kids were excited to visit our



booth. During the powwow, we set up a tipi, put up an awning in front, and brought used books to give away during the powwow. We called this the Library Lodge, and the objective was to get reading material into the hands, and cars of people on the powwow trail. We also provided comfortable seating in the lodge, snacks, and coloring pages for the kids. Our staff put in many volunteer hours to make sure that the Library Lodge was a success, and I am so proud of the hard work everyone did. Below is an infographic created to report what we accomplished with the Library Lodge.

During Indian Days, we also entered a float into the parade. Our theme was “Oh the Places You’ll Go at Medicine Spring Library”. Our families really helped us out; Mandi’s entire family participated in the float! Without the help of our families, the Library Lodge, and the parade float would not have been successful. We were honored with a 1st place win in our category!!! We received \$150 for our win, and those funds went into our programming fund to assist with other programs in the future.



We had received a Pilcrow Foundation 2-1

matching grant for new children's books. As a part of the grant agreement, we were supposed to honor our donors and we did so with a Grand Opening of the children's area. We received 93 books, and \$1200 of the funds to purchase them came from the Pilcrow Foundation. Blackfeet Community College staff and faculty raised the \$400 needed to get the matching funds.

One of the goals of the new library director was to focus on collection development through weeding the collection. We were able to deselect 3,983 items from the collection. These items were items that did not fit into our collection development guidelines, and did not support our curriculum. We had also added 719 items, bringing our total collection to 19,960 items. We held a book sale to try to get rid of some of the deselected items, as well as a chance to raise money for library programming. We made about \$400, but we also have many books left over. We are thinking about having a student book expo to give students a chance to bolster their personal libraries. This will probably happen in October.

A grant program that we have been working on, Future Ready with the Library ended with a Future Ready camp for middle school students. This was a two day, intensive camp to help students become college and career ready. We had many learning sessions about setting goals, skills assessment, growing your skills, what employers want, social emotional skills, resume building, and choosing high school classes wisely. On the second day of camp, we had professionals from the community come in and talk to the students about the path they needed when getting their jobs, the skills needed in their positions, and any items to show from their jobs. We had wildland fire, law enforcement, Glacier National Park rangers, a school principal, a veterinarian, and an operating room nurse.

We have also received the Native Voices exhibit, and it is on display until September 18, we will have more news in the next report.

Finally, we saw a steady stream of people in the library throughout the summer. Our children's area saw increased use; computer use fell below fifty percent of library use (normally between 55-60%). We checked out 144 books, and our conference room was used 51 times. We are excited to have students back on campus and look forward to the new school year.

Chief Dull Knife College, Lame Deer, Montana – Chief Dull Knife College Woodenlegs Library welcomed new director, Jerusha Shipstead, at the end of June. Jerusha is secretary for TRAILS (trailsmt.org), an advantageous position that will bring TCUs to the forefront of statewide consortial considerations.

Library staff is diligently working through data cleanup and configuration of the new ILS, ALMA and policies are under review in an attempt to recoup materials and monies and still provide services and resources to patrons in arrears. Evaluation of library space is also underway with the goal of creating new spaces for patrons and library staff.

It's been a busy, productive summer and Woodenlegs Library is looking forward to a similar fall!

Fort Peck Community College, Poplar, Montana – James E. Shanley Tribal Library at Fort Peck Community College has had a busy summer. We were open four ten hour days for June and July changing back to five days on August 7. During the summer we checked out 9,916 items and were open 55 days. We averaged 180 items checked out per day for the summer with many patrons coming in to get out of the heat and reading the newspapers.

Our Summer Reading Program, Build A Better World, was held Tuesday evenings for the month of June and July with 22 children and 14 adults participating in the programming. We had a library scavenger hunt, full sized Candyland around the library, building with recycled materials to name a few of the programs.

We had a visit from two Montana State University Librarians, Mary Anne Hansen and Sheila Bonnard, who presented a program on the databases available through the National Library of Medicine. Our attendance was slim, but the information was very good and was shared with students and faculty.

Fall classes started on August 28 with over 300 students registered. We offer two study rooms for small group meetings and have an 18 chair computer lab that is used for training, teaching or workshops by faculty and staff. When not used by staff or faculty, the lab is used as the overflow for students and public library patrons to use when the eight public computers are full.

We received a Pilcrow Foundation grant for children's books and received 93 new books for our collection. We will be having an open house to feature these new materials soon. We are working on our first year of an IMLS Enhancement Grant with Fort Peck Assiniboine and Sioux Tribes and have replaced all our computers with new ones, 26 total. We have added many new titles to our collection using this grant. We purchased a new copy machine which also acts as a printer and fax machine. We have had our Tribal newspapers digitized and are available at <http://montananewspapers.org/>.

Hope everyone has a wonderful fall. Montana is praying for rain or snow to drown all our wildfires over one million acres have burned this summer.

Little Big Horn College, Crow Agency, Montana – The Library held its annual Children's Reading Program in July which had its limit of 15 children enrolled. One of the major themes this year will be the Crow-Hidatsa connection. The two tribes were originally one tribe before the Crow separated and moved out onto the Plains. Their languages are similar and the tribes still maintain close contact to this day.

The library received 75 prints of the work of Edward S. Curtis who traveled throughout Indian country in the early twentieth century taking photos and gathering stories of Native history and culture from more than two dozen tribes and publishing them in his magnum opus 20 volume set *The North American Indian*. Curtis is perhaps best known for his iconic photos of Native people which were published as part of the set. The prints were part of the donation of Richard Gruber of Cody, Wyoming who visited the library on September 11th and who also donated the set of the

republication of the Curtis volumes. The library plans an exhibit of the Curtis Crow prints it has received. And more donated prints are expected soon.

The library began working more closely with some faculty members in the implementation of a new initiative to integrate library and Information Fluency skills throughout 12 high enrollment general education courses at LBHC. This was in response to concern expressed by the Northwest Association of Schools and Colleges that there was not enough involvement of the curriculum with the library.

The library hosted a Health Information Resources workshop given by Mary Anne Hansen and Sheila Bonnard of the Montana State University Library. Students from three classes learned about some of the resources of the National Library of Medicine as well as the health resources of the Native Voices project.

The Library and Archives brought in longtime LBHC Library consultant Mary Bushing (emeritus of MSU Bozeman Library) to assist in planning for the academic year. This enabled staff to establish on focus on short and long term goals for the year.

Staff continued training in the new Alma ILS system that was first implemented in December. Assistant Librarian Edwin Springfield has created an extensive procedural manual for the system which has been shared with the staff and delivered instruction with it to the staff.

Stuart Conner of Billings has donated his books and papers to the library and archives, respectively. Stu is a long time archaeologist and ethnographer of the Crow dating back to 1961. He conducted several interviews with now deceased Crow elders in the 60s and 70s which are invaluable. One of his main foci was Crow rock art as found in several sites throughout the region, both on and off the reservation.

The LBHC Archives has continued with the IMLS-funded digitization of its audiovisual Crow cultural and historical collections and has digitized another 120 hours of audio and video recordings since June. They are due to be made available on the Internet in the next two months. The bulk of the oral history interviews under the National Endowment for the Humanities-funded oral history project *Creating and Perpetuating Crow Oral History in the Classroom and Beyond* were done by the LBHC faculty interviewers this summer. Thirty eight interviews were completed on topics in Crow history post WWII. These will be transcribed over the fall and winter and used in the classroom of the general education/liberal arts courses beginning next year. They will also be made available online with the rest of the recordings from the aforementioned Digitization project.

Interviews done in the 1990s and early 2000s with Crow elders about the medicine bundles and other sacred items held at Chief Plenty Coups State Park and museum have been accessioned by the Archives and will also be digitized but not placed online due to the sensitive and sacred nature of the information imparted. Some will be made available in-house in the archives and library and others will not be made available to anyone except for purposes of the Plenty Coups NAGPRA National Park Service-funded project. These grants to Little Big Horn College and

the Friends of Chief Plenty Coups Advisory Council funded the interviews. The information from the project has been used by the museum staff in properly caring for these items.

Salish Kootenai College, Pablo, Montana - SKC D'Arcy McNickle Library was very busy throughout the summer with over 4000 library visitors. Our summer efforts were focused on offering two community reading programs. The library hosted another successful "SKC Staff Summer Reading Challenge!" for our faculty, staff and students. The challenge had 4 teams competing against each other for the most books read over the summer. Double points were awarded for reading books from the library's Salish and Kootenai Tribal Collection. In 13 weeks, 24 SKC employees read over 196 books with the winning team receiving gift cards, and all participants given t-shirts for their efforts! A great time was had by all!

We also hosted our annual Summer Children's Reading Program with 29 participants who read books for weekly prizes, and a chance at winning grand prizes. Included in the program were 6 story times with emphasis on crafts and robotics.

The library also worked steadily on cataloging and collection development projects.

The library looks forward to another exciting school year!

Stone Child College, Box Elder, Montana – The Stone Child College/Rocky Boy Community Library (SCC/RBCL) has been very busy summer and has started its fall semester on August 28th. The SCC/RBCL has had 6,256 patrons come into the library during the summer (June, July, and August). In the first week of the month of September an additional 507 patrons have come into the library.

The Summer Reading Program was completed during the month of July. The theme of the program was "Build a Better World." Samantha Courchane who is the library assistant also served as the summer reading teacher. The program ran on Tuesdays and Thursdays. The age levels that the program reached this summer were 0-12. Seventy-seven (77) children participated in the month long program. There was a lot of reading, activities, games, arts & crafts, and snacks during this month long event.



Samantha Courchane Library Assistant/ Summer Reading Teacher and summer reading participants.

The SCC/RBCL received an Institute of Museum and Library Services (IMLS) library basic grant and a library enhancement grant. These grants will help the library with collection development, library community events, summer reading program, professional development, renewal of memberships, databases, periodicals and other subscriptions, and hiring of staff.

During the summer the library held three community events. The first was held on June 29th and was called “Meeting Health Information Needs.” Mary Anne Hansen and Shelia Bonnard came from MSU-Bozeman Library to present this information. Four (4) people participated in this event. The second event was on August 21st. This event had to do with the solar eclipse that occurred that day. The library had thirty-four pairs of solar glasses that the community could use at the library. Fifty-six people came in and used the glasses. The third event took place on August 30th and was called “End of Summer Arts & Crafts. This event had thirty (30) people participate in its activities.



Librarian Joy Bridwell sits on the assessment/accreditation committee and has been assisting with getting the self-study report done for the college’s accreditation visit in October.

Sadly our President Dr. Nathaniel St. Pierre passed away in August and Cory Sangrey-Billy has taken over as Interim President. Dr. St. Pierre was an avid supporter of all libraries. He was always helping the SCC/RBCL with getting grants, donations, and just supporting the library and its staff in any way that he could. He will be greatly missed.



Nebraska:

Nebraska Indian Community College, Niobrara, Nebraska – Activity in the library during the summer months was low-key due to the low student enrollment. One significant event during the summer included Santee Community School junior high students constructing projects related to electricity, light, and motion.



Now with the return of the fall semester the library is busier. I have helped college students in the following areas:

AICF applications

FAFSA applications Textbook retrieval for student classes

CANVAS instruction (NICC learning management system)

Scholarship applications

Tutoring

GED support

Instruction on research papers

New Mexico:

Institute of American Indian Arts, Santa Fe, New Mexico – The IAIA archives was awarded a \$3328 grant by the New Mexico Historical Records Advisory Board to preserve and process the archival papers of Pop Chalee. Chalee lead a prestigious art career and was a student of Dorothy Dunn at the Santa Fe Indian School in the 1930s. The collection includes press clippings documenting her career from the 1920s through the 1990s. There are also two photograph albums that document her life in Utah and New Mexico. The conservation grant will allow for the digitizing of the scrapbooks and some of the photographs.

Jessica Mlotkowski attended the American Library Association in Chicago where she was a guest at the Graphic Novel Awards Ceremony and received the 2017 Will Eisner Graphic Novel Grant Libraries on behalf of the IAIA library. As part of the grant, Jessica has selected \$2000 worth of graphic novels that are currently arriving and being added to the library's collection.

Jenni James retired from the IAIA library in June after more than 20 years of service at IAIA.

Sara Quimby has been hired as the new Reference and Instruction Librarian and began working at IAIA in August. Sara comes to IAIA from State University of New York at Cortland. She has an MA in Art History from the University of California and a Masters in Library and Information Science from Wayne State University.

Navajo Technical University, Crownpoint, New Mexico - The NTU Library opened a new library in late 2016 and is fully operational. The new library is a two-story building with physical collections and lecture hall on the first floor. Computing with 32 computers, printing, a conference room, 3 staff offices and more study space available on second floor.



- The NTU Library has hosted Native Voices: Native People’s Concepts on Health and Wellness and received an iPad with Native Voices App and promotional material to inform community of these resources. This activity was supported from the University of New Mexico Health Sciences Library, as part of a grant they received from the National Library of Medicine (NLM).
- In July, the library hosted the Tribal Climate Change Action Camp. Activities and presentations were held in the collaboration space and lecture hall.
- In August, the library hosted several program as part of the 2017 Youth and Elderly Conference by the Navajo Nation.
- Recently, the library hosted its first Author Series by author, Daniel Vandever. Mr. Vandever discussed his recently published children’s book, “Fall in Line, Holden! This event was held in the lecture hall and was well attended.
- The lecture hall and conference room are receiving many request to host various activities from NTU and community. HIS and Navajo Nation government agencies have utilized meeting space to having meetings and workshops.

North Dakota:

Cankdeska Cikana Community College, Fort Totten, North Dakota – Valerie Merrick Memorial Library continues to support the curriculum/public by providing circulating books, ebooks, DVD’s, reference materials, online databases, and textbooks. Our collection continues to grow by purchases and quite a few donations. Currently there are more than 18,265 items in the collection.

This summer we celebrated our annual Summer Reading Program as well as our reading competitions to encourage the children to read and an emphasis on the importance of smudging and praying. The children’s faces lit up when they received their very own smudge kit.

Every week the library provided a talking circle group for anyone who needed support or someone talk to who is battling addiction. It was a great turnout with positive feedback.

Spirit Lake Tribe is a small community with limited internet and cable services. With that being said, we have seen an increase over the summer months of community members utilizing our services with an average of 4000+ patrons per month.

Sitting Bull College, Fort Yates, North Dakota – Sitting Bull College has been moving forward this semester. After six years, library assistant Jodi Thunderhawk has left the library to become the head of the Information Technology program at the college. A new assistant, Mary Walker is starting work at the library and we welcome her to the team. Mary worked at the library as a student when it was Standing Rock Tribal Library.

The library has added a number of new resources to support the new Masters in Education program at Sitting Bull College and we continue to build our collections in other areas as well.

Mark Holman is preparing to coordinate the annual AIHEC Knowledge Bowl competition next spring in Bismarck, North Dakota. If you would like to volunteer March 11-14 2018 you can contact Mark. You can help to make the next Knowledge Bowl a success.

Turtle Mountain Community College, Belcourt, North Dakota - The Turtle Mountain Community College library has 4,523 active patrons. Throughout the summer the library circulated 793 items. The fall semester has started and we have seen an increase in patron usage. Although our utilization usually increases during the academic year, we have had a larger increase because of instructors creating library activities within their classes; this has been a very positive change.

Over the summer, we have received notice of funding for both the IMLS basic grant award in the amount of \$7,000.00 and the IMLS Enhancement grant award in the amount of \$126,956.00. These funds will be used to digitalize hundreds of interviews from the late 1980's to the present. The funds will also be used to work with our local public radio station to transfer reel to reel programs dating back to the mid-80's which are mostly comprised of elder interviews and elder stories.

United Tribes Technical College, Bismarck, North Dakota - UTTC library is only open two days a week during the summer semester. There are fewer classes offered during summer semester and fewer students stop at the library. Students and staff really appreciated the library on days it was open. Then the library was closed for a two week break between summer and fall semester.

The fall semester is an exciting time at UTTC. It welcomes new students and returning ones as well. The librarian will be meeting the new students during their first year experience class. UTTC is now printing library barcodes on the student ID cards. This one card process adds value to the student ID plus it means the students only have to keep track of one card instead of two.

The librarian attended the fall all staff in service, UTTC Summit and volunteered at the UTTC Powwow.

We look forward to a great fall semester at UTTC.

Oklahoma:

College of the Muscogee Nation, Okmulgee, Oklahoma – College of the Muscogee Nation, Okmulgee, Oklahoma – The CMN library added 554 items to its collection during the Summer 2017 trimester. We circulated 774 items. The library continues to offer information literacy instruction in the form of workshops. The two most popular workshops, with both instructors and students, are style guide and database workshops. Our new databases continue to receive consistent use. The library provided 13 workshops during the trimester; the librarian also does one-on-one workshops on an almost daily basis. The purchase of an online information literacy module will allow the librarian to provide information literacy content in a new and exciting format. The module has assessments, as well as features like videos. The two quiet study rooms continue to be frequently used for student collaboration. The library committee met over the summer and is gearing up for more programming and a large number of new students during the Fall semester. The laptop program continues to be a highlight of the library. Students rely on the laptops to stay caught up with schoolwork.

The librarian, Karen Haught, continues to serve as co-chair of the Oklahoma Library Association's (OLA) Tribal Libraries Committee (TLC) and as an active member of the OLA programming committee. She attended the Leadership Retreat in Weatherford, Oklahoma in July. The committee will be having its annual regional meeting at the College of the Muscogee Nation campus in late September. The meeting will be a chance for tribal librarians, tribal college librarians, and anyone else interested in the committee to meet in person and discuss programming ideas for the OLA Annual Conference. The committee tries to do one regional, in-person meeting each year.

South Dakota:

Oglala Lakota College, Kyle, South Dakota - Hello everyone!!! We had a wonderful time at the Tribal Librarians Institute this summer in Bozeman. This Institute is central to leadership, resource and succession planning. On line resources are reviewed, analyzed and evaluated. Presentations included Native Health Database, Open Educational Resources, Infographics, Consumer and TCLI cohort purchasing of resources. The program also included speakers from National Endowment for the Arts (NEA), Institute of Museum and Library Services (IMLS), American Indian Higher Education Consortium (AIHEC). Thanks to everyone for all they do!!! This summer the Build Your Own Library program was in full swing. The outreach coordinator, Eric Peltier made over 62 stops at different locations across the reservation. There were over 11,000 children's books delivered to children to build their library in their homes. This is a donation-driven program that began as our summer reading program!

It is all about early literacy...reading to our babies!!! Indeed, a recent report issued by the Association of College & Research Libraries entitled, “Academic Library Impact on Student Learning and Success” is worth reviewing. Those findings include (from page 1-2 of the report):

1. *Students benefit from library instruction in their initial coursework.*
2. *Library use increases student success.*
3. *Collaborative academic programs and services involving the library enhance student learning.*
4. *Information Literacy instruction strengthens general education outcomes.*
5. *Library research consultations boost student learning.*

(<http://www.ala.org/acrl/sites/ala.org.acrl/files/content>)



Wisconsin:

College of Menominee Nation, Keshena, Wisconsin - As a merged library one of the big focuses for the summer was the summer reading program. The new youth librarian had a new idea for participants to show they were reading and active in the community. Instead of the typical reading log she created a bingo sheet for people to log their participation. It was very popular.

The youth librarian is also trying a new approach with the 1,000 books before kindergarten program. She has a selfie station for children to get their pictures taken every time they read 50 books. They select an animal and their animal is going to travel with them through a forest of trees to show their progress.

With the start of classes the library ushered in the semester with a kick off for our community read programming. The book that the community is reading is “Grass Dancer” by Susan Power. Our kickoff event was the day of the solar eclipse because the moon is an important part of the book. So in a sense we had an eclipse party. We gave out 1,000 free viewing glasses provided by NASA. We ran out of glasses and encouraged people to share and make friends outside. We also gave out 250 copies of the book. This is probably the biggest event that the library has ever had. Susan Power will be presenting September 28th on campus and will tie up the community read event for the fall.

Lac Courte Oreilles Ojibwa Community College, Hayward, Wisconsin –



The major event this past summer was the annual summer library program offered to children in grades 1-5. The program incorporated the nationwide 2017 Collaborative Summer Reading Program theme which was “Build a Better World” and featured reading activities, crafts, culture, games and healthy snacks. This year 33 children were signed up with a total count of 125 for the five day event. The UW-Madison iSchool provided four student interns who were in charge of all aspects of the program. They were sponsored through an IMLS Laura Bush Librarians grant. This is the fourth-and sadly- the last year that the library will receive these students. In addition two community members were enlisted to help. They were funded through the library IMLS Native American Library Services Enhancement grant.

The Big READ project with UW-Barron County is coming along with events planned for the spring of 2018 at locations throughout Wisconsin including Rice Lake, Marshfield, Milwaukee, Baraboo and Hayward/LCO. The LCO College will sponsor book discussions and poetry readings with Kim Blaeser, Roberta Hill, Heid Erdrich, and William Bearheart. Heid Erdrich will also provide a cooking demonstration based on her book, *Original Local*. Louise Erdrich’s visit will feature a festival and feast. The project is supported through a grant from National Endowment of the Arts along with other donors. The LCO Library will help provide support through funds from the IMLS grant.



Respectfully Submitted,

Joy Bridwell

Library Director

Stone Child College/Rocky Boy Community Library

Box Elder (Rocky Boy Indian Reservation), Montana

President

Tribal Colleges and Universities Library Association (TCULA)

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



REPORT TO THE AIHEC BOARD OF DIRECTORS

September 20, 2017

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.

FALCON elected new Board members this past fall. The FALCON officers are: Latonna Old Elk (Little Big Horn College), President; Dan Kinsey (Aaniiih Nakoda College), Vice-President; Henry Thompson (Chief Dull Knife College), Treasurer; Charlene Carr (Institute of American Indian Arts), Secretary; and Gary Halvorson (Sitting Bull College), Ex-officio. The FALCON Executive Director, John Phillips, has been supported in part through a technical assistance grant with AIHEC. All other FALCON officers and members work on a volunteer basis.

Meetings

The First Americans Land-Grant Consortium (FALCON) is pleased to announce that registration is now open for its 13th Annual Conference, scheduled for November 3-6, 2017, at the Westin Crystal City in Arlington, Virginia (Washington, DC). **Please register for the conference and reserve your hotel rooms now.**

The conference will include sessions on the successes in teaching, extension programs and research that benefit Native American students, communities, governments and lands. The conference focuses on research, education, and community programs at 1994 Land-grant Institutions conducted by students, faculty and staff. There will be a strong student focus and tribal college students are especially invited to participate and present their work. The conference will also include USDA National Institute for Food and Agriculture (NIFA) Project Director sessions, as well as training workshops and information-sharing opportunities. **This year, we are especially pleased to have a NIFA session focused on business/finance officers.**

Communications

FALCON maintains an e-mail distribution list that regularly communicates with several hundred 1994 administrators, faculty, staff, students, and partners. Information is shared on available resources, funding opportunities, student scholarships, emerging topics, special events and conferences, and more. FALCON recently released a new website intended for the general public and interested parties, at: <https://www.falcontribalcollege.org>. FALCON maintains a collaboration platform as part of the AIHEC SharePoint Web Portal, which contains past

conference materials, training resources, policy papers, and organizational documents found at: <https://portalcentral.aihec.org/Falcon/Pages/default.aspx>.

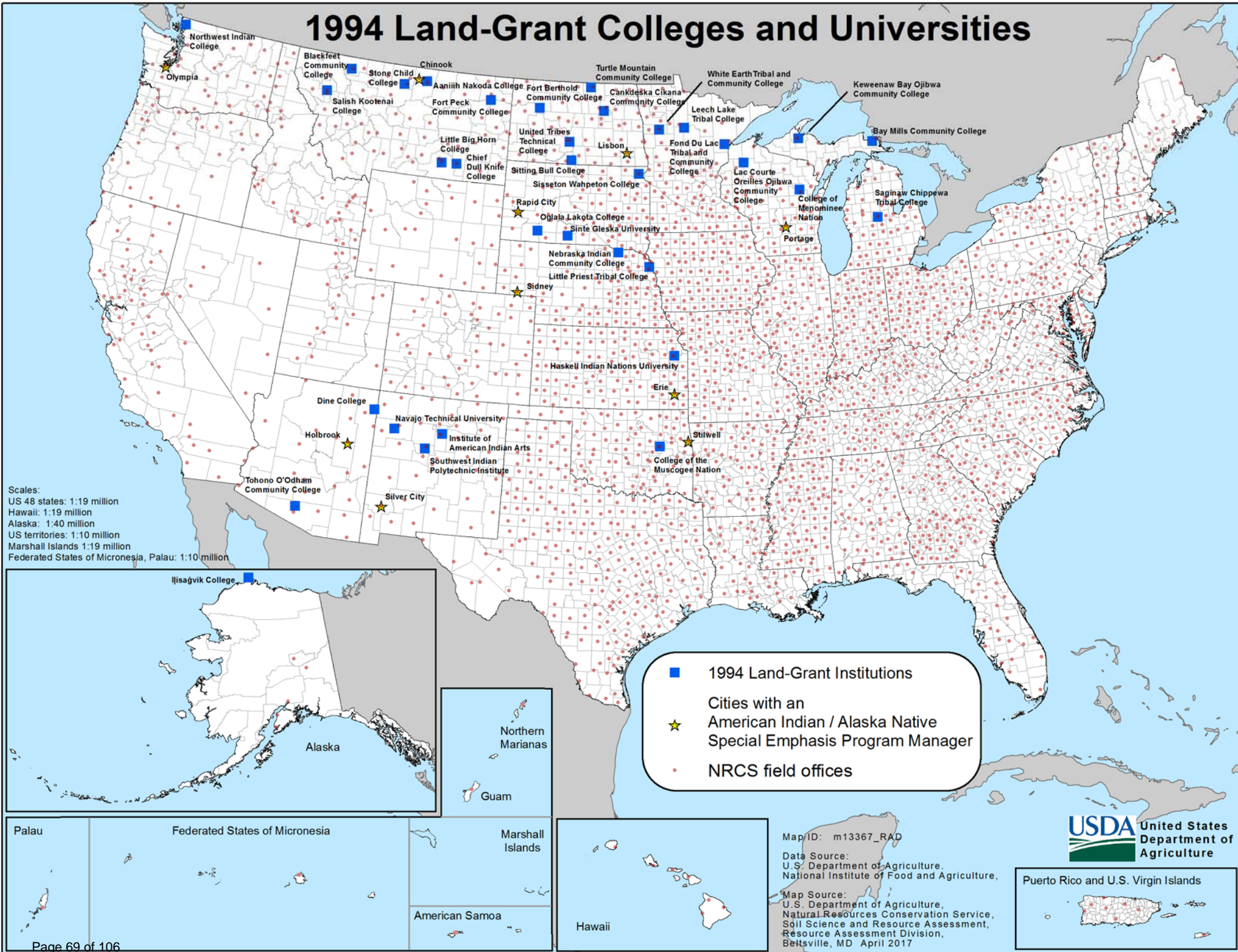
Activities, Accomplishments and News

FALCON was involved in the following activities and accomplishments since its last report to the AIHEC Board at the 2017 Summer meeting:

- FALCON is supporting two 1994 representatives attending the premier land-grant leadership development program (LEAD21) 2017/2018 class.
- FALCON continues to coordinate a 1994 water working group to plan for a collaborative initiative around water education, research and outreach.
- FALCON is working with the University of Nevada-Reno, other 1862 land-grant institutions, and several TCUs to provide 1994 expertise on tribal water issues.

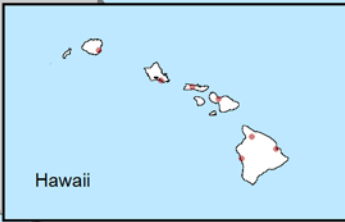
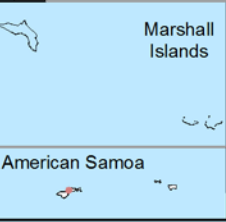
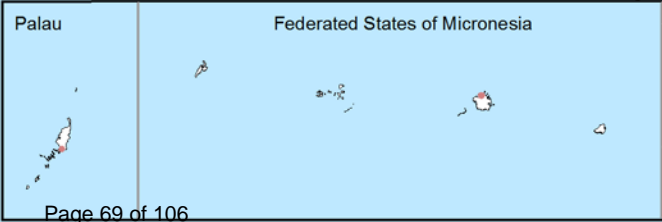
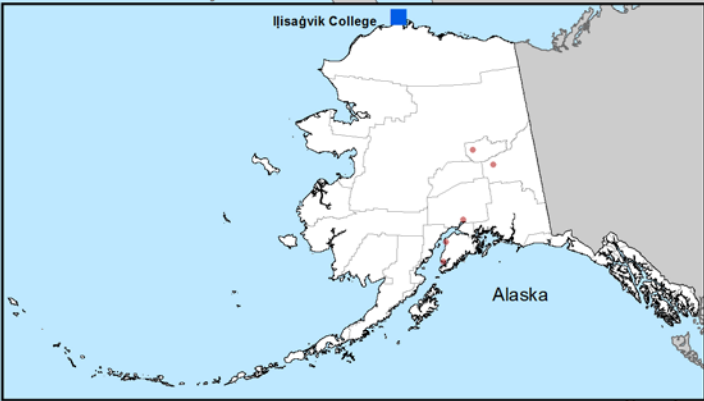
Questions may be directed to Latonna Old Elk, FALCON President, at latonna@lbhc.edu, or John Phillips, FALCON Executive Director, at jphillips@aihec.org, (706)310-4199.

1994 Land-Grant Colleges and Universities

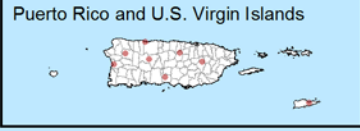


Scales:
 US 48 states: 1:19 million
 Hawaii: 1:19 million
 Alaska: 1:40 million
 US territories: 1:10 million
 Marshall Islands 1:19 million
 Federated States of Micronesia, Palau: 1:10 million

- 1994 Land-Grant Institutions
- ★ Cities with an American Indian / Alaska Native Special Emphasis Program Manager
- NRCS field offices



Map ID: m13367_RAD
 Data Source:
 U.S. Department of Agriculture,
 National Institute of Food and Agriculture,
 Map Source:
 U.S. Department of Agriculture,
 Natural Resources Conservation Service,
 Soil Science and Resource Assessment,
 Resource Assessment Division,
 Beltsville, MD April 2017



Office of Tribal Relations Report
September 29, 2017

Council for Native American Farming and Ranching

- The United States Department of Agriculture's Council for Native American Farming and Ranching (CNAFR or Council) was created to advise the Secretary on ways to eliminate barriers to participation for Native American Farmers and Ranchers in USDA programs.
- The settlement agreement that resolved the case of *Keepseagle v. Perdue* required the Secretary of Agriculture to establish this Council.
- The Council is conducted under the oversight of USDA's Office of Tribal Relations, which is part of the Office of the Secretary of Agriculture.
- The Council consists of 15 members appointed by the Secretary of Agriculture, including Native American leaders and senior officials at USDA. Of the 15 members, no fewer than 11 are selected to represent the interests of Native American farmers and ranchers.
- The Council has identified numerous priorities and made forty-seven recommendations to the Secretary, spanning several USDA mission areas.
- OTR staff organized, coordinated, and facilitated the most recent CNAFR meeting on July 20 and 21 in Fayetteville, Arkansas, which coincided with the University of Arkansas' Native Youth in Food and Agriculture Leadership Summit. Agenda topics for this meeting included hearing directly from Native youth regarding the future of food and agriculture, FSA Farm Loan Program updates, Farm Bill discussions from both an Indian Country and USDA perspective, USDA's engagement with 1994 land grant institutions, CNAFR working sessions, and a presentation from MAZON: A Jewish response to hunger.

Tribal Consultation:

- The Office of Tribal Relations (OTR) serves as a single point of contact for tribal issues and works to ensure that relevant programs and policies are efficient, easy to understand, accessible, and developed in consultation with the American Indians and Alaska Native constituents they impact.
- In addition to serving as the primary point of contact for tribal issues in USDA, OTR has been delegated, by the Secretary of Agriculture, to serve as the official with principle responsibility for the implementation of Executive Order 13175, "Consultation and Coordination with Indian Tribal Governments," including the provision of Department-wide guidance and oversight regarding tribal consultation, coordination, and collaboration. (See Departmental Regulations 1350-002, 1350-001, and 1340-007).
- Additionally, USDA is required to maintain a Tribal Consultation Database, pursuant to Departmental Regulation 1350-002, to track and monitor all USDA tribal consultation events. Currently, a beta version is being tested and work regarding this platform is underway.
- USDA's next tribal consultation is regarding the USDA's reorganization and its implications on Indian Country, and will coincide with the National Congress of American Indian's (NCAI) Annual Convention and Marketplace in Milwaukee, WI (Wisconsin Center, Room 103D/E, 400 W Wisconsin Ave) at 6pm Central on October 19, 2017. This is in response to the NCAI's resolution which requested consultation on this reorganization.

Contact: Linda Cronin, Acting Director
Office of Tribal Relations
Linda.Cronin@osec.usda.gov
Ph: 202-205-2249

Date: 9/29/2017

RE: Description of NRCS National AIAN SEPM with 1994 Tribal Colleges and Universities

Dear AIHEC Board,

My name is Deborah Clairmont-USDA/Natural Resources Conservation Service (NRCS) National American Indian/Alaska Native Special Emphasis Program Manager (NAIAN SEPM).

Part of my responsibilities are listed in the General Manual_230_403-Part 403- Subpart F- American Indian/Alaska Native Emphasis Program

403.93 Program Objectives

The American Indian/Alaska Native Emphasis Program is an integral part of the overall equal employment opportunity (EEO) program and is designed to—

- (1) Ensure that American Indians and Alaska Natives receive equal treatment in all aspects of employment.
- (2) Increase the number of American Indians and Alaska Natives employed in all professional, administrative, technical, clerical, and other categories, series, and grade levels.
- (3) Provide opportunities to participate in training, career development, and leadership programs.
- (4) Encourage the participation of American Indians and Alaska Natives in all NRCS-sponsored programs and activities.
- (5) Provide a network of professional support for American Indians and Alaska Natives.
- (6) Provide mentoring support to American Indians and Alaska Natives in the workforce.
- (7) Educate all NRCS employees by raising the level of awareness of American Indian and Alaska Native workplace issues and concerns.

403.96 Duties and Responsibilities of the Collateral Duty National AI/ANEPM

The collateral duty national AI/ANEPM is responsible for providing program leadership and direction for agencywide activities related to the AI/ANEP. Specifically, the collateral duty national AI/ANEPM—

- (1) Formulates and implements the general direction of the overall NRCS American Indian/Alaska Native Emphasis Program and evaluates the effectiveness of activities and programs toward achieving AI/ANEP objectives.
- (2) Provides training, guidance, information, and assistance to National Headquarters, regions, State managers, supervisors, and collateral duty State and center AI/ANEPMs concerning their AI/ANEP responsibilities. In addition, the collateral duty national AI/ANEPM serves as the principal resource person and staff advisor on legislation, affirmative employment programs, and unique concerns and problems related to equal opportunities for American Indian and Alaska Native employees.
- (3) Analyzes and evaluates employment policies, practices, procedures, and workforce profile data to determine if barriers or potential barriers to full participation exist and report findings to the appropriate officials with recommendations for corrective action.
- (4) Establishes and strengthens relationships with organizations and groups representing the American Indian and Alaska Native communities.
- (5) Maintains relationships with AI/ANEPMs from other agencies and American Indian and Alaska Native organizations for the mutual exchange of ideas, advice, best practices, and information.
- (6) Serves as the NRCS representative on the Department's AI/ANEP committee.
- (7) Participates in studies and reviews to identify possible forms of discrimination and barriers to equal opportunity in employment activities (e.g., recruitment, hiring, development, promotion, recognition and awards, and retention).

In addition, with my 20% Collateral duty I manage, 55 NRCS AIAN SEPM across the nation which allows the State AIAN SEPM to serve 1994 Tribal Colleges within their state.

For FY18, I have submitted to pilot the Salish Kootenai College (SKC) Tribal Scholars Initiative to assist me with the selection of 10 tribal students studying Science, Technology, Engineering and Math (STEM) fields and implement a 10 week summer internship that will possibly lead them into a career with USDA/NRCS. Currently, I'm still waiting for funding approval.

I feel this will be a win win for NRCS and the 1994 Land Grant Program if funded. In addition, FSA, RMA and ARS agencies have expressed to me a deep interest to be included for future agreements with 1994 Tribal Colleges.



Deborah Clairmont

USDA/NRCS National AIAN SEPM

Diversity & Recruitment Branch-Workforce Management Division

309.585.6375

USDA Updates

Lawrence Shorty

USDA 1994 Tribal Land-Grant Colleges and Universities Program

- Mission Statement –

To help the United States Department of Agriculture to fulfill its requirements of the EQUITY IN EDUCATIONAL LAND-GRANT STATUS ACT OF 1994; to equip Tribal schools' land-grant capacities for the benefit of rural Tribal economies, and to strengthen the United States' food security through agriculture.

Vision Statement –

- The vision is for 1994 land-grants and the communities they serve to have equitable access to USDA employment, programs, services and resources to benefit rural Tribal economies, and to strengthen the United States' food security.

Core Values –

- 1994 institutions and the tribal communities they serve will have no barriers to their participation in USDA employment, programs, services and resources.
- USDA will employ all authorities to ensure 1994 land-grant participation in its employment, programs, services and resources.

We provide critical assistance to the Secretary of Agriculture and Senior Leadership with:

- Establishment and maintenance of formal memorandum of agreements and cooperative agreements with 1994 Institutions;
- Establishment of programs to ensure that tribally controlled colleges and Native American communities equitably participate in Department of Agriculture employment, programs, services, and resources.
- Development of Departmental Regulations, policy, guidance and procedures;
- Coordination and enhancing participation in the Department's programs and activities;
- Preparation of required reporting to White House Committees, Congress, and Tribal Nation Committee members, on USDA compliance with the 1994 Act and Executive Orders to increase participation of 1994 Tribal Land Grant Colleges and Universities.

Contact:

Lawrence.Shorty@osec.usda.gov

PH: 202-720-7265

Board of Directors Quarterly Update: October 2017

Introduction: This report is an update of AIHEC activities and accomplishments since our last board meeting, in late June 2017. It has been a very busy summer for the AIHEC staff. In addition to our other duties with Congress and the Administration, work with our partners, and work on various TCU-specific issues, we spent much of the summer organizing, hosting/co-hosting, and managing more TCU-and Tribal-focused meetings, convenings, workshops, and national conferences than ever before. In addition to the AIHEC summer board meeting in Washington D.C., we hosted or co-hosted at least six other large TCU events this summer: the **4th Annual AIHEC Behavioral Health Institute** at Haskell Indian Nations University; the AIHEC Student Congress **L.I.F.E. Conference**, also at Haskell; the 8-week **TCU Advanced Manufacturing Institute** at Southwestern Indian Polytechnic Institute; the **TCU Presidents Convening** in Princeton, NJ with ETS, Strada, and A*CF; the first annual **National Native Health Research Training Conference** in Denver, CO with IHS, AISES, and NRN; the weeklong **Tribal Climate Change Action Camp** at Navajo Technical University; and finally, the annual **TCU Summer Meeting at SKC**. This fall, we are launching the first class of the **AIHEC Indigenous Research Graduate Certificate** program at Sitting Bull College and three new grant programs funded by the Department of Agriculture, National Institutes of Health, and the National Science Foundation, respectively. We are also doing some exciting work with developing and emerging TCUs and continuing to prioritize TCU funding with Congress and the administration. Yet for us, what we lost, rather than all we have gained, mark this summer most significantly. We deeply mourn the loss of President Nate St. Pierre, Stone Child College, and Dr. Lynette Chandler, Aaniiih Nakoda College, two bright stars in the Tribal College Movement who journeyed home long before we were ready to say good-bye.

This report contains details of many of our activities over the last few months, in a format that is aligned with the five goals of the AIHEC strategic plan:

**AIHEC Plan:
Vision for the
Movement**

**2016-2020
Goals**

- 

Sustaining: *Secure full funding to equitably meet the operational needs of all TCUs.*
- 

Educating: *As the voice of TCUs, share the unique story of TRIBAL higher education through relevant, efficient and timely data collection, reporting, and outreach.*
- 

Innovating: *Through innovative, collaborative and data-driven programming, strengthen Tribal communities, sustain our lands and environments, and promote resiliency among our people.*
- 

Engaging: *Help ensure TCU student success through culturally-grounded community-based practices, cradleboard to career.*
- 

Honoring: *Sustain the TCU Movement through practices that honor our past and support our future.*



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

SUSTAINING: TCU ADVANCEMENT (FUNDING)

Goal: Restore Cuts Proposed in President Trump's FY 2018 Budget Request

FY 2018: AIHEC, working with Congress, was successful in rejecting the funding priorities included in the President's FY2018 Budget recommendations. Funding of all TCU programs has been restored or increased in the House and/or Senate reported FY2018 appropriations bills.

FY 2018 Budget/Appropriations Cycle.

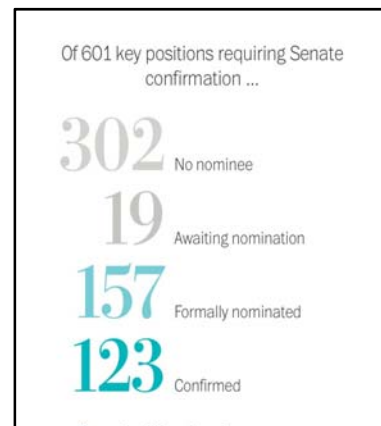
Continuing Resolution/Debt Ceiling Increase/Disaster Relief: Congress has passed and the president has signed a continuing resolution (P.L. 115-56) that includes raising the debt ceiling and keeps the federal government running through December 8, 2017, at the FY 2017 level reduced by 0.6791 percent. The measure also includes \$15.25 billion in initial disaster aid to help address damage caused by hurricanes Harvey and Irma and dozens of wildfires. The Congressional Democrats offered the president a 90-day continuation of funding, while GOP Congressional leaders proposed an 18-month extension. Without negotiating, the President Trump accepted the Democrats opening offer. With a difference of 90 days versus 18 months, the prevailing wisdom was that at least some level of discussions and negotiations would be required before Congress and the White House settled on a final timetable. The FY2018 short-term agreement is further evidence that predicting actions and outcomes in today's Washington is an exercise in futility.

FY2018 Appropriations Cycle: Congress has created two "minibus" vehicles to achieve a final omnibus package for FY 2018. Prior to adjourning for the summer recess, the House adopted an appropriations measure consisting of the defense; military construction and veterans' affairs; legislative branch; and energy and water development appropriations bills. The remaining eight appropriations measures have been rolled into a second piece of legislation. The second measure will be rolled into a single omnibus or consolidated appropriations bill by the Senate. Within the appropriations bills of particular interest to TCUs, AIHEC has been successful in getting all funding cuts restored in either the House or Senate reported bills, if not both. A few areas include increases, even in this era of Draconian cuts. AIHEC worked with Interior appropriations staffs to secure approximately \$5 million toward forward funding of HINU and SIPI. Additionally, the Senate agriculture appropriations bill includes a \$2 million increase to the 1994 Research program, and a \$2 million increase to the 1994 extension program, championed by Senator Moran (R-KS). This is particularly noteworthy since the USDA is not receiving enough successful TCU applications to spend the \$1.8 million currently available for 1994 research programs. We are presently working with the Administration on its FY 2019 budget request and pursuing additional funding strategies with Congressional members and staff. We are focused in three primary areas: (1) Securing adequate one-time funding to provide *full* "forward funding" for HINU/SIPI (thus enabling us to seek needed operating increases); (2) Garnering support to provide mandatory funding to sustain TCU Title III-Part F funding in FY2020; and (3) Securing a champion to introduce a new funding strategy for 1994 land-grant programs.

Higher Education Act Reauthorization: We continue to work with Congressional offices and committee staffs as Members propose legislation for possible inclusion in the reauthorization of the Higher Education Act. One such piece of legislation would extend the authorization of the Child Care Access Means Parents in School (CCAMPIS) program. AIHEC worked closely with the staff involved and the proposal now includes a carve-out of not less than 3 percent of appropriated funds for TCUs. Another bill proposed by the

ranking member of the House Education and the Workforce Committee is aimed at making the first two years of community college free to students through a federal-state/tribe partnership. Initially, the bill included a straight formula of 75 percent federal to 25 percent state or tribal share. However, now the bill includes an exception for TCUs: if at least 75 percent of the students enrolled in a TCU are low-income, the federal share will be at least 95 percent, thus reducing the required tribal match to no more than 5 percent (similar to the USDA Rural Development Essential Community Facilities program for TCUs.) We are also continuing to work with both majority and minority staff members to ensure the inclusion of the board directed amendments to the Tribal College Act, which is reauthorized in conjunction with HEA.

Executive Branch: As noted in a prior report, we recognized that our work with Congress is more important than ever given the imprudent funding priorities included in President Trump’s FY 2018 budget recommendations. As anticipated, having a president who has no political or military experience and who surrounds himself with others who are new to the process of public administration and the basic day-to-day workings of the federal government, has continued to hamper the Trump administration. Six hundred-one (601) key positions require Senate confirmation. Yet, over eight months into the administration (almost 11 months including the transition period), only 123 officials have been confirmed. The White House has yet to even nominate persons for many important positions, including: Department of Education – 15 confirmable positions – two confirmed (secretary and asst. sec. for legislative and congressional affairs), 1 nomination pending (general counsel); Department of the Interior – 17 confirmable positions – two confirmed (secretary and deputy secretary), 5 nominations pending, no nominations named for 10 remaining positions, including asst.



secretary for Indian affairs. Even within the Executive Office of the President, no nominations have been made for seven position, including positions within the Office of Science and Technology Policy. All this is to underscore the added difficulty of protecting and securing federal funding for TCU programs of interest in the critical first year of a new administration. AIHEC continues to engage with career staff, non-political officials, and others as they are named to relevant positions in the administration.

National Institute of Food and Agriculture (NIFA): Four of the TCUs’ five land-grant programs are administered within NIFA. Recently, AIHEC met with Dr. Sonny Ramaswamy (NIFA Director), William Hoffman (NIFA-CoS), Josh Stull (Congressional and Stakeholder Affairs Officer), and Linda Cronin (Acting Director, Office of Tribal Relations) to advance discussions of attaining equity for the 1994 land-grant institutions and to seek Departmental support for achieving the amendments sought in the next Farm Bill reauthorization.

Foundation for Food and Agriculture Research (FFAR): AIHEC met with Dr. Sally Rockey, executive director of the new Foundation for Food and Agriculture Research (FFAR), which is a 501(c)(3) created in the 2014 Farm Bill and funded from the Commodity Credit Corporation. While not part of the USDA, the foundation is working with the department to complement research already being conducted and new innovative research areas. Research being conducted at the TCUs/1994 Institutions fit well within the challenge areas in which FFAR is investing. During our meeting, AIHEC posed that traditional foods might be added to the foundations healthy eating focus. Dr. Rockey indicated that she would be interested in having this as a future program. AIHEC invited Dr. Rockey to address the 1994 land-grant faculty at the 2017 FALCON meeting in Washington, DC in November.

Bureau of Indian Education (Dept. of the Interior): As those institutions funded under Titles I and II of the Tribally Controlled Colleges and Universities Assistance Act of 1978 are aware, AIHEC has spent a considerable amount of time and effort in ensuring that all TCUs receive their proper share of the FY 2017 institutional operating funds. Questions arose with an elevated number of CEU being reported this year. AIHEC asked the BIE staff if they are ensuring that CEU credits reported meet the requirements in statute and learned that they did not have a process for determining qualified CEU credits. In order to ensure that each college receives all of the funds that it is entitled to, AIHEC asked that the department verify that the CEU credits included in each institution's final ISC count meet the requirements outlined in the law. Despite the transition to a forward funded program, there remains a perennial issue of getting the operating funds to the colleges in the first week of July, in preparation for the coming academic year. To mitigate a further delay in distributing the FY 2017 funds, which were already more than a month overdue when the projected dissemination list was shared with AIHEC, it was agreed that the funds would be disseminated, minus the anticipated amount needed to cover CEU credits, which by law cannot exceed 10 percent of an institution's ISC count. Then CEUs were to be verified by the BIE staff and the affected funds distributed accordingly. AIHEC has been advocating the use of prior-prior year enrollment data in an effort to get the operating funds out to the colleges in early July. By using prior-prior year, as soon as the appropriated level is determined by Congress, the verified enrollment numbers will be on hand; so, the necessary distribution calculation well before the July 1 distribution deadline. Colleges will know what the 'per ISC' figure will be for the upcoming year and therefore, be in a better position to budget.

TCU Cyberinfrastructure Initiative Project: AIHEC in partnership with Navajo Technical University has been funded by the National Science Foundation to work with all interested TCUs to conduct a thorough review of the current status of the technology infrastructure of the colleges. The project team, which includes nationally-recognized experts in information technology systems, will work with participating TCU campus communities to identify the human and physical resources necessary to take full advantage of current technologies to support (and strengthen) each college's education and research programs. The project will provide individualized TCU information essential for developing and implementing a sustainable technology plan. The project involves the following components:

- An online survey for faculty, students, administrators and IT staff that we will use to develop a preliminary status assessment of your college's technology infrastructure.
- One day site visits at each participating TCU involving interviews with administrators, faculty and students, and onsite examination of cyberinfrastructure equipment and facilities.
- Each college will receive a status report of its campus cyberinfrastructure, academic program, and associated human resource needs.

Each TCU is to identify a campus coordinator who can begin working with the project team to prepare for its site visit, and to facilitate interactions with key college personnel. Participation and support on the part of each college will be essential to the success of this project. We very much look forward to working with you and your entire campus community on this exciting and important project. Al Kuslikis is the principal investigator, and Kristen Pratt is the Program Manager.

TCU Summer Meeting at SKC- July 24-26, 2017: The theme of this year's meeting was, "We are all related: Fostering Success for our Relatives." While the registration lists indicated 177 registered the actual estimate was 163 participants, which was slightly more than the 158 who attended last year. Thirty-three of



the 36 TCUs were represented as well as three representatives of Ihanktoan Community College that is under Sinte Gleska University. Oglala Lakota College, White Earth Tribal and Community College, and Wind River

Tribal College do not participate. Also attending were participants from the following entities: American Indian College Fund (4), U.S. Department of Education (6), Achieving the Dream (1); Carnegie Math Pathways (1); Great Lakes Higher Education Guaranty Corporation (2), three tribal education departments (3), HLC (1), staff from the office of U.S. Senator Tester (D-MT), University of Alaska, and University of Nevada-Las Vegas.

The Chief Academic Officers emphasized accreditation issues including writing effective self-studies, academic policy review, distance learning and state authorization issues, and academic program review. There was also a major issue with regard to reporting continuing education units with a last-minute conference call on Monday of this meeting by the Bureau of Indian Education.

Conference evaluations indicated that participants would like to return to a four-day meeting rather than the three-day event, due to the number of important issues that require attention and sharing among peers. Dates for the 2017-2018 TCU Summer Meeting at SKC are July 30-August 4, 2018.

EDUCATING: PERFORMANCE ACCOUNTABILITY

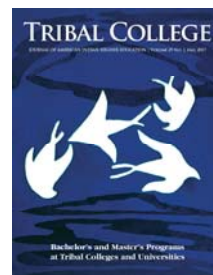
Indigenous Evaluation Framework: The National Science Foundation recently approved AIHEC's NSF-PRIME grant-funded research on the use of the Indigenous Evaluation Framework (IEF) to continue for at least one additional year. During this year, AIHEC will submit a new/supplemental proposal to expand and solidify the project. Currently, three TCUs (NWIC, SBC, and TOCC) are testing the IEF, and their experiences will help us update the IEF manual, training materials, and format. As reported in prior updates, 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. TOCC shared its work in the first issue of the *Tribal College and University Research Journal* and President Robertson gave a presentation on the TOCC work at the TCU Presidents Convening in Princeton, NJ in August. NWIC has applied the IEF to several grant-funded projects in the Bachelor of Science in Native Resource Management program. These efforts included representing project activities in a cultural metaphor, convening program-wide meetings (including faculty and students) in defining success outcomes, and engaging students in data collection, and NWIC is currently exploring the application of the IEF process in their development of the college's seven-year strategic and assessment plan. With supplemental funding, we hope to create online training modules to complement the training manual;

however, any supplemental funding from NSF must be tied to research efforts, so we are working on ideas for relevant research.

AIHEC AIMS: The 2016 data collection cycle ended in January. Thirty-five TCUs completely finished with 2016 reporting. In June, Stone Child College has submitted a partial initial report (due December 1, 2016), which has been reviewed and returned to the college with questions. AIHEC is hopeful that the final report will be completed in time to be included in the GISS training session in Orlando. The 2017 AIHEC AIMS data collection cycle opened on August 1, 2017. In preparation, AIHEC held sessions at the TCU Summer meeting in Polson, MT specifically for staff involved with data collection; 29 participants from 18 TCUs attended. In August, AIHEC conducted a webinar attended by 26 participants from 18 TCUs. The AIHEC AIMS instrument is designed to record data from the last academic year. This is useful for identifying and establishing trend data. However, this data is past data. To respond to requests from Congressional offices as they work to help TCUs and to help TCUs respond to their own state legislators and tribes –living data, current, up-to-the-minute data is needed. To that end, a fall interim report (due November 1, 2017) has been added to the collection cycle, as has a spring interim report (due shortly after the third full week of the spring term). The purpose of these reports is to assist AIHEC in responding more quickly and accurately with the most up-to-date information possible. The interim reports will be kept as small and focused as possible and request only that information that AIHEC needs on a regular and ongoing basis. These new reports will not ultimately add to your task since what is reported in the interim reports will not need to be re-reported in larger annual AIHEC AIMS report.

In August, AIHEC conducted a second site visit to College of Menominee Nation to work with faculty on using data for program review, during their in-service week. The visit also supported Achieving the Dream and Project Success efforts.

Tribal College Journal Update: TCJ's fall issue (Vol. 29, no. 1) on "Bachelor's and Master's Programs at Tribal Colleges and Universities" showcases how TCUs are evolving into institutions that offer advanced degree programs. It also illuminates how students can now continue their education within the tribal community without transferring to non-TCUs. The issue includes a feature on Navajo Technical University, entitled "*If Not Us, Then Who? Increasing Opportunities for Students at Navajo Technical University.*" The article illustrates how over the past decade, NTU



has evolved rapidly from a vocational trades institute to a full-fledged university that offers advanced degrees. The issue includes a helpful resource guide that compiles every advanced degree program offered at TCUs. AIHEC's Katherine Page tapped the American Indian Measures of Success dataset to compile the guide.



Poet and IAIA alumnus Santee Frazier guest edited the 2017 issue of *TCJ Student*. Saginaw Chippewa Tribal College's Elizabeth Trasky won our cover art contest and painted the gorgeous *Vitae*, which graces the issue's cover. OLC's Dain G. Janis (now enrolled at IAIA) had both a poem and short story published in the issue.

Currently, TCJ is in the proofing stage for its winter issue (Vol. 29.2), which focuses on "Honoring Veterans." Articles will illuminate the many ways that TCUs work with and assist veterans. It will explore

some of the challenges that returning service men and women face, including PTSD, as well as the history of tribal colleges interfacing with veterans. As a whole, the issue underscores American Indians' remarkable record of military service. The issue will reach mailboxes just in time for Veterans' Day and we hope that it will serve as a useful tool during AIHEC's Capitol Hill visits in February.

In an effort to further connect with students, TCJStudent.org will offer not one, but two student blogs. Currently, Celina Gray of Salish Kootenai College pens the blog, "Twiniversity: Life of a Tribal College Mom," which explores the challenges of being a full-time parent and student. A second blog is currently in development and will be launched soon. We are now holding a special photo contest for students. The winning students will receive \$50 gift cards and have their photographs published in TCJ. In September, TCJ participated in NTU's job fair to raise awareness of the journal and possibilities for careers in media.

The editorial department is completing work on an e-book that will focus on language revitalization programs at TCUs over the past 30 years. The book will be an edited volume with compiled articles grouped into four main sections: 1.) overviews of the state of language revitalization at tribal colleges; 2) voices (opinion pieces) of TCU educators, students, and administrators on language revitalization; 3) profiles of various programs over the past three decades; 4) research on the efficacy and future of such programs at TCUs. The articles will be arranged chronologically, which will illuminate the evolution of language revitalization programs and philosophy. Related to this, AIHEC will be publishing a short monograph on Native language programs at TCUs.

In early 2017, we redesigned our website to make it mobile-friendly, to update our job board functionality, and to open up access to all of our content, including 29 years of archives. This decision was made with the support of the TCJ Advisory Board and the AIHEC Board of Directors, who agreed to help cover a potential loss in print subscription revenue. Prior to this, TCJ's complete content was only available to paid subscribers and thus many articles could not be shared via email or on social media. Since the redesign and with our continued digital efforts, we are happy to report that our online usage has increased 250 percent. *Tribal College Journal* is preparing for its second annual online fundraiser auction. We are currently seeking sponsors to help cover the costs of putting on the auction. We are also seeking items that can be easily shipped, such as jewelry, blankets, art, books, music, gift certificates, and more. By supporting the auction, you help TCJ continue to produce articles and research on the tribal colleges, which are then shared with our audience of more than 29,000 individuals.

INNOVATING: STRENGTHENING COMMUNITIES



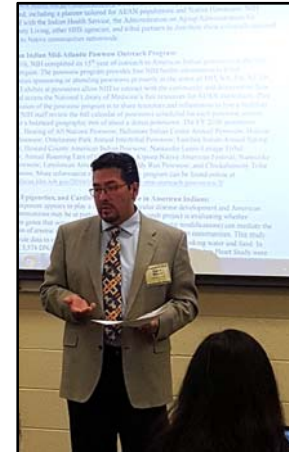
AIHEC NARCH Behavioral Health Initiative: Three major activities have taken place within this report period under the AIHEC NARCH Project. The first is the implementation of the 4th Annual AIHEC Behavioral Health Institute which was held June 19-21, 2017 at Haskell Indian Nations University in Lawrence, KS. A total of 41 participants signed in and attended the Institute. Thirty-nine of the participants were from TCUs and two were from a Kansas University; with several other HINU staff/faculty also stopping by the sessions. Overall, 14 TCUs were represented.

Since this Institute is not advertised outside of the TCU population, the mainstream university representatives were invited HINU. Haskell Indian Nations University was an excellent venue. The staff was supportive, hospitable, and a joy to work with. The 5th Annual Behavioral Health Institute will be held at United Tribes Technical College in Bismarck, ND on June 18-21, 2018 with the suggestions from previous Institutes guiding the process of improvement.



The second major activity was the establishment of a third cohort of TCUs to develop and initiate capacity building of the TCUs in behavioral health research. Three TCUs were selected for this new cohort: Institute of American Indian Arts; Little Priest Tribal College; and United Tribes Technical College. Funding for these three TCUs was begun on October 1, 2017.

The third major initiative under the NARCH Project is the implementation of the first-ever graduate certificate program entitled: Indigenous Research Methodology. This 17 credit graduate program focuses on the development of research skills in behavioral health under Sitting Bull College's Master in Education Program. Eight classes will be taught by Drs. Bonnie Duran, Joan LaFrance, Myra Parker, Wayne Shelley, William Freeman, and Deborah His Horse is Thunder. A mixed method instructional delivery format is being used that includes onsite class sessions. The first class was held on September 29-October 1, 2017. The 10 TCU participants accepted into the Indigenous Research Methodology Graduate Certificate Program are Charene Alexander, NWIC; Joan Banel, NWIC; Lisa Bosman, CMN; Kelli Chelberg, CMN; Betty Collett, LPTC; Kathryn Hartzell, Dine College; Stacie Lyon, LLTC; Katrina Rodriguez, NWIC and Sarah Vande Corput, CMN. The academic background of the participants ranged from the completion of a bachelor degree to doctorate, which further supports the concept of offering a certificate to enhance a specialized skill set in indigenous research methodology.



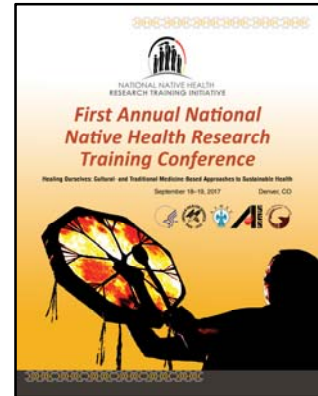
Aseto'ne Network Project - Encouraging Students to Pursue Health Research Careers: AIHEC received funding from the Innovative Programs to Enhance Research Training (IPERT) National Institutes of Health Program to establish a broad, multi-institutional initiative to coordinate outreach, educational enrichment, mentoring, and exposure to research for TCU students. The project is intended to promote student interest and engagement in health and biomedical research, building on health-focused programs and initiatives that the TCUs currently offer or with which they are involved. The proposal was very well reviewed, but due to an error in the submission, it was only funded one-year rather than the anticipated five-years. AIHEC will resubmit for the five-year IPERT award in January 2018 with strong support from NIH.

Funding for the Aseto'ne Project began September 1, 2017 with Dr. Deborah His Horse is Thunder contracted to serve as the Project Director. Ms. Darryl Monteau is serving as the Project Coordinator on a full-time basis. Ms. Monteau is in the final phase of her doctoral program with an anticipated completion date of December 2017. She was employed by Haskell Indian Nations University and resides in Lawrence, KS.

Fifteen TCU representatives made up of students and faculty/staff members have been selected to attend the annual SACNAS Conference on October 18-21, 2017. Students will present posters on health related research and will network with Native health professionals. AIHEC is assisting with the Native American reception on Wednesday evening, October 18, 2017 to begin identifying mentors for TCU students and initiate this process.

AIHEC is working in close collaboration with the University of Nebraska Medical Center, Dr. Maurice Godfrey in the development of a two-week summer institute for 32 TCU students and five faculty members.

National Native Health Research Training Initiative: AIHEC, in partnership with the Indian Health Service, AISES, and the Native Research Network convened the first annual National Native Health Research Training Conference on September 18-20, 2017 in Denver, CO at the Colorado Convention Center. AIHEC had the coordinating role in developing the conference agenda, with input from a team of Native researchers and health professionals from NIH, IHS, and several universities. The conference had five tracks: Biomedical and clinical systems and research (BCSR), Injury Prevention, Native Men's Health, Traditional Medicine, and Environmental Health/Traditional Ecological Knowledge. Dr. Evan Adams was the keynote speaker, and several other plenary and concurrent sessions were held. Approximately, 200 participants attended the conference. You can visit the conference website at <http://www.nnhrti.org/>. We are already working on next year's event, which will be convened in June 2018 in the Pacific Northwest.



We are now entering Phase 2 of the NNHRT Initiative, which includes a webinar series and launching the permanent NNHRTI website.



Tribal Environmental Resilience: AIHEC continues to work on establishing the Native Environmental (formerly "Climate") Resilience Initiative (TCU-ERI), 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. We have secured funding from

the USDA Natural Resources Conservation Service and the BIA Climate Office to support establishment of the NTERN through the work of VISTA members (see below) and in partnership with the USDA Climate Hubs and the USGS Climate Science Centers. We are seeking additional support from the National Science Foundation as well as foundations that support Native and environmental issues.

The overall goal of the project is to encourage students and interested tribal community members to engage in environmental planning, monitoring, and adaptation projects, acquiring science concepts and methods while helping their community respond to environmental and food security challenges. We are seeking funding partners that will help us provide resources to TCU faculty and students to work with community stakeholders in the effort to anticipate and respond adaptively to emerging issues encouraging community engagement in building environmental



resilience.

USDA Weather Stations and High Tunnel Project: AIHEC has received a supplemental award from the USDA Natural Resources Conservation Service. The purpose of the project is to support environmental science and agricultural research, education, and management practice improvement at Tribal Colleges and Tribal communities. The project will foster a community of practice among Tribal education, research, and agriculture stakeholders, who will collaborate on community food security, environmental management, and related projects. Under the project, 10 tribal organizations will be identified to receive hoop houses to be used for education, research, and agricultural purposes. While the priority is for TCUs to receive them, Tribal governmental agencies, schools, and tribal community organizations are also eligible to apply. TCUs participating in the advanced manufacturing project have been recruited to 3D print and assemble the weather stations, and assist with their installation. The University Corporation for Atmospheric Research is a partner in this project, providing the plans for the 3D weather stations, and will provide training and technical support services to participating colleges, schools, and organizations in environmental data collection and agricultural/environmental decision-making. AIHEC will be releasing the opportunity announcement in the next several weeks.

AIHEC Tribal Climate Science Liaison: Tribal Climate Science Liaison Holly Barton took the lead role in organizing the first **Tribal Climate Change Action Camp (TCCAC)**, hosted by Navajo Technical



University in Crownpoint, NM July 24-28, 2017. The camp was planned and conducted in partnership with the Southwest Climate Science Center (SW CSC), the South Central Climate Science Center (SC CSC), the Institute for Tribal Environmental Professionals (ITEP), the Native Nations Climate Adaptation Program (NNCAP). Funding for the camp was provided by the Bureau of Indian Affairs Tribal Resilience Program.

TCCAC attendees received training, technical support, and the opportunity to apply for a seed grant of up to \$1,500 to conduct a climate resilience project in their communities. Eight tribes were represented at the camp from four states. This broadened the scope of the camp to empowering community members to start building resiliency within their tribal communities from the grassroots. To date, five seed grant applications have been received and have been approved for funding.

Camp highlights included a field trip to Chaco Canyon, evening storytelling with Sunny Dooley (Diné), a tour of Navajo Technical University's outdoor laboratory & greenhouse, and a presentation from Ann Marie Chischilly (ITEP) on Traditional Knowledge. Attendees also conducted team presentations to the "Chapter Council" using the Crownpoint Chapter as a setting for their team projects. Project ideas included: construction of a community garden, a walking trail, riparian area clean up, and a climate change mural for community awareness. Teresa Wright (Yurok Tribal Member but currently resides at Pyramid Lake Paiute Tribe) stated, "the camp activities gave examples as to how we as tribes, communities, and people can address climate change from a small to large scale level."

AIHEC-TCU VISTA Program: In its first start-up year, this program continues to make good progress toward its three-year goal of administering 20 VISTAs at TCUs and tribal programs. With support from the Corporation for National and Community Service (CNCS), AIHEC has placed eight VISTAs at the following

sites: Mashpee Wampanoag Natural Resources Department, United Tribes Technical College, Chugash Regional Resource Commission, Hoonah Indian Association, Ketchikan Indian Community, Sitka Tribe of Alaska, Tanana Chiefs Conference, and Navajo Nation Department of Fish and Wildlife. Additionally, a VISTA Leader (a second-year VISTA), Jennifer Duever, has been assigned to the AIHEC Central Office to assist in the program's implementation. Three additional sites are in the process of placing VISTAs before the end of this year.



In January 2018, AIHEC will submit its Year 2 continuation application to CNCS, and is considering an expanded program focus. While climate-related natural resources management and community resiliency will remain as a primary focus area, AIHEC is considering an expansion of VISTA support in the area of behavioral health and substance abuse, and its impacts to workforce development and poverty reduction. We believe that the behavioral health focus will strategically position the AIHEC-TCU VISTA Program to better meet the needs of the TCUs and their communities, as well as address the priorities and opportunities of the current federal budget environment.

As reported previously, VISTAs serve in capacity-building roles in impoverished communities on one-year assignments. Their living stipends are set below the poverty line and are paid directly by the CNCS. The hosting TCU or tribal site provides supervision, training, office space and equipment. AIHEC encourages all TCUs to consider hosting a VISTA to support their community-based programs. Please contact Dr. John Phillips at jphillips@aihec.org if you would like more information on hosting a VISTA.

AIHEC-TCU Advanced Manufacturing Network Initiative:

The DOE-funded Advanced Manufacturing Network Initiative is now in the second year of a three-year program. The first cohort of participating TCUs includes: Bay Mills Community College, Cankdeska Cikana Community College, Navajo Technical University, Salish Kootenai College, and Turtle Mountain Community College. Funded by the U.S. Department of Energy-National Nuclear Security Administration, these TCUs are establishing essential advanced manufacturing facilities, associated training and education programs, and private sector and federal agency partnerships to both prepare an American Indian/Alaska Native advanced manufacturing workforce and create economic and employment opportunities within Tribal communities.

This summer, SIPI hosted the first Advanced Manufacturing Summer Institute, co-managed by Dr. Nader Vadiee (SIPI) and Scott Halliday (NTU). This eight week experience that ran from June 26-August 18, 2017 provided students an immersive experience in advanced manufacturing. Students learned hands-on about manufacturing processes, 3D design, and basic engineering concepts. The Institute included an opportunity for participating TCU faculty to meet with our National Laboratory partners, whose support represents a critical component to the success of this initiative. The initial National Lab partnership involved Sandia National Laboratories in Albuquerque. Dr. Stan Atcity, a Navajo research engineer, is the lead expert consultant working with our project. A partnership is being developed with the National Security Complex in Kansas City, which manages the NNSA Historically Black Colleges and Universities Advanced Manufacturing Consortium. We hope to leverage the knowledge and experience of the HBCU



advanced manufacturing project, drawing on their lessons learned in implementing a multi-institutional partnership.

On September 21, Al Kuslikis, Advanced Manufacturing Initiative project director, gave a presentation to the U.S. Department of Energy Indian Country Energy & Infrastructure Working Group at DOE Headquarters in Washington, DC. He summarized the project components and its overall rationale, which is to take advantage of the significant economic opportunities for Tribal Nations to participate in the global transformation of the manufacturing sector, and to provide a career pipeline for TCU students in a rapidly growing technology area. The presentation was well received, and Working Group members expressed interest in exploring advanced manufacturing possibilities that focus on energy technologies.

USDA Agricultural Business/Finance Career Readiness Project:

In late September, AIHEC and USDA signed a Cooperative Agreement for \$400,000 for the first year, to launch a new initiative to support TCUs in the alignment of their business degree programs to prepare American Indian and Alaska Native students to pursue careers with the USDA and in the agriculture industry. The focus initially will be on business and financial management (e.g. loan officers for the Farm Services Administration, which are field positions located near TCUs and tribal communities). The project will involve the development of curricula materials, courses and eventually, certificate or degree programs to be available for adoption by all interested TCUs within relevant academic programs. We anticipate that in the first year, one to three TCUs will be identified and awarded grants to develop initial course/curriculum materials in coordination with USDA personnel.

Department of the Interior Office of Trust Records (OTR) Records Management Program:

AIHEC continues to implement the TCU Records Management project funded by the BIA Office of Trust Records. The project was established to increase the number of TCU students prepared to enter the records management workforce. Blackfeet Community College and College of Menominee Nation, selected through a competitive proposal process, are both offering Records and Information Management (RIM1) this semester. The colleges plan to offer an online version of the program beginning the second year. The online courses will be accessible to all TCU students. The two courses that constitute the certificate or associate level programs could be added to existing TCU business certificate or degree programs, and with articulation agreements, students could transfer to Haskell Indian Nation's business program, which includes two upper level record management courses.

ENGAGING: STUDENT SUCCESS



AIHEC Student Success Collaborative: After two successful cohorts, AIHEC has accomplished the goals and objectives of our original grant. These include: (1) developing training and technical support resources for dissemination of project based learning (PBL) among TCU STEM faculty; (2) disseminating resources and support implementation of PBL at participating TCUs; and (3) helping to build a community of research and practice in PBL and related STEM pedagogical models among the AIHEC membership. In applying lessons learned, we have realized that TCUs are ready to "scale up" by incorporating the

Indigenous Evaluation Framework and support TCUs in building a curriculum that is structured with a cultural foundation in their Problem Based Learning classes. Within the past year, AIHEC has been sharing the work of Tohono O'odham Community College's Man in the Maze and Northwest Indian College's Cycle of Salmon metaphors within PBL. AIHEC has had both TCUs present at conferences to raise awareness of PBL, encouraging TCUs to get involved and restructure their curriculum. AIHEC intends to provide onsite technical support in piloting a new "scaled up problem based learning" to five TCUs in this new, exciting way of learning.

TCU Project Success: AIHEC continues to support TCU implementation of Project Success-*TCU Pathways to the Circle*. We are working to ensure a strong, sustainable TCU-led Community of Practice for continuous improvement through a holistic system of sharing and adaptation of best practices. To achieve success, we must think comprehensive, and we must define our own success. This includes organizing and supporting meetings and convenings, coordinating initiatives, and working with the U.S. Department of Education, Great Lakes, and other partners to add new components that are critical to TCU student success.

- **TCU Governing Boards Institute for Student Success:** As part of our overall student success/Project Success initiative, involving the entire TCU family – particularly governing boards – is essential. We are pleased to be hosting, with the Association of Community College Trustees (ACCT), our third Annual Governing Institute for Student Success-TCU, for TCU governing boards and presidents immediately following the AIHEC fall board meeting (Oct. 7-8, 2017 in Orlando FL.) Like the previous two institutes, our third gathering will focus on strengthening the use of data in institutional decision-making and sharing best practices.
- **TCU Presidents Convening with a Purpose:** Co-hosted by Strada Education Network, ETS, A*CF, and AIHEC, the TCU Presidents convening in Princeton in early August provided an opportunity for TCU presidents to share important culturally-, community- and student-centered principles and initiatives on their campuses. We also had the opportunity to learn about strategies implemented by other institutions of higher education (Georgia State University) and organizations (ETS, Strada, Complete College America) to improve student outcomes and completion. AIHEC is continuing to work with ETS, Strada and others on ideas put forth at the convening.



Generation Indigenous: On July 20, AIHEC staff Nikki Pitre was invited to the Center for Native American Youth's second Annual Generation Indigenous (Gen-I) Native Youth Networking Reception as a "DC Native Professional". Nikki spoke to over 100 native youth from high school to post-graduate studies. She was able to share her story, and to talk about the work of AIHEC, and the tribal college movement.

AIHEC Student Congress (ASC): In June, the AIHEC Student Congress (ASC) held a successful L.I.F.E Conference. The conference was held at Haskell Indian Nations University (HINU), and as always, was an incredible learning experience for the 47 students (representing 14 TCUs) that participated.



The ASC holds biweekly conference calls to prepare for the Fall Board meeting and to discuss their initiatives. Those initiatives include The Red Shawl Solidarity Project, TCU Recruitment & Awareness, Waste Reduction on Campus, and the L.I.F.E Conference Handbook. There has also been discussion on where next year's L.I.F.E conference will be held.

AIHEC Athletic Commission: The Commission is currently considering an application from Nueta Hidatsa Sahnish College to host the 2018 AIHEC National Basketball Tournament, and they will be meeting in conjunction with the AIHEC fall board meeting in Orlando, FL.

There remain two vacancies for coaches on the AIHEC Athletic Commission. To address regional representation, members from the Southwest are desired to fill the vacancies. Nominations should be forwarded to Stacia Prue, AIHEC: sprue@aihec.org.



FORT PECK

COMMUNITY COLLEGE

◆ P.O. Box 398 ◆ Poplar, Montana 59255 ◆ Telephone (406)768-6300 ◆

September 21, 2017

Carrie Billy
American Indian Higher Education Consortium

Dear Carrie:

Good day! Carrie, I have some points of discussion for you. As you know each campus has the responsibility of collecting and reporting data, offering compliance training, etc., that is connected with Title IX and other federal regulations. For the last several years, FPCC has used an online tool called Campus Answers to fulfill Title IX and other Department of Education regulatory requirements, including employees and students trainings in sexual harassment, FERPA, drug/alcohol awareness, and campus crime reporting. The trainings we provide are, in my opinion, barely adequate and the data we could extrapolate for reporting purposes is very basic. We have received word that Campus Answers has been bought out by a larger company called Everfy and that our annual cost of \$3,000 would be increased to \$15,000. This is a reduced rate that we negotiated because of our small size. (The smallest group is 2,000 students.)

As you know, there has been an increase in compliance requirements in the last several years and my administrators and I are concerned about whether we would pass a federal audit. FPCC's VP for Student Services attended the annual TCU Summer Meeting at SKC, where mock audit exercises were conducted using policies and training practices that were brought by several colleges. Fort Peck staff thought that the college would pass with flying colors, but as the VP for Student Services stated, "I still feel the back beating I got from the presenter." We would have been subject to significant fines had it been an actual audit. We were told that our policies were outdated, missing key elements, and more. It is not enough anymore to say we are doing it, we must *show proof with data* that we are doing it. DOE randomly audits 300 colleges annually, and we could be audited at any point. Hoping that our institutions are not selected each year is not a good strategy.

My question is, are you aware of what other tribal colleges are currently doing to maintain Title IX/ED regulatory compliance? Are resources available to assist institutions like ours? Would it be possible to form a tribal college alliance that Everfy or another training organization would contract with as a single entity, at a reduced cost? I imagine that pooled together, a group of all or most of the TCUs would be about the size of one mid-sized college. \$15,000 annually for training is a huge hit to a TCU budget, at least at FPCC it is. I am sure the other TCUs are facing these same issues.

We have a small window of opportunity before our current annual contract expires (Nov.) and at that point we will not have access to Campus Answers. If you have any information or would like to continue this discussion please contact me at hgourneau@fpcc.edu or call my direct line at 406-768-6310. Thank you for taking time out of your busy day to attend to this matter.

Sincerely,

Haven Gourneau
President
Fort Peck Community College



BRING THE HUMANITIES TO ALL AMERICANS. NEH supports historical, literary, and cultural programs that touch large and small communities throughout the United States and its territories.

PRESERVE OUR FOUNDING DOCUMENTS. By investing in the Papers of George Washington, Benjamin Franklin, and many others, NEH keeps our historical record intact for new generations of Americans.

PROMOTE AMERICAN HISTORY. Through support of films such as *Freedom Riders* and *The Roosevelts*, and through seminars, exhibitions, and teacher training programs, NEH helps Americans understand their history and government from the Constitution to the modern era.

SPARK INNOVATION AND RESEARCH. NEH grants spark the development of cutting-edge techniques to unlock secrets of the past, preserve the nation's cultural artifacts, and promote scholarship on the human condition.

STRENGTHEN LOCAL COMMUNITIES. Together with 56 state humanities councils, NEH makes grants that offer veterans, rural families, and Americans of all backgrounds access to educational programs that range from preschool readiness to lifelong learning.

FOSTER BETTER TEACHING. In a single year, more than 2,400 teachers participated in NEH-sponsored summer seminars, institutes, and workshops, enriching the classroom experience for an estimated 357,000 students across America.

LEVERAGE PRIVATE GIVING. NEH grants deliver critical seed money to early-stage projects that go on to attract private donations to see the work through to completion. NEH matching grants over the last 40 years have generated more than \$4 billion for the humanities.

STIMULATE LOCAL ECONOMIES. NEH and state humanities councils each year help fund thousands of projects, exhibitions, and films. An NEH grant brings financial benefits to a community by stimulating cultural tourism, creating jobs, and helping local businesses.

DISCOVER IMPORTANT THINGS. With NEH grants, archaeologists found remnants of the original Jamestown fort, long thought to have been washed away. Historians at Emory University assembled the record of 12 million enslaved Africans and changed Americans' understanding of the slave trade.

SMALL INVESTMENT FOR LARGE IMPACT. For the cost of less than 50 cents per American, NEH grants highlight and support the humanities nationwide—including history, English, and civics—which are fundamental to learning and essential for full participation in a modern democracy.



NATIONAL ENDOWMENT FOR THE

Humanities



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Humanities

DIVISION OF EDUCATION PROGRAMS

HUMANITIES INITIATIVES AT TRIBAL COLLEGES AND UNIVERSITIES

The Humanities Initiatives program makes grants of up to \$100,000. The grant period ranges between one and three years. It may begin as early as January 1, 2018, but it must begin by May 1, 2018.

The only eligible applicants are institutions that are officially designated as Tribal Colleges and Universities. For additional information, see the Eligibility section below.

Deadline: June 22, 2017 (for projects beginning January 2018)

Catalog of Federal Domestic Assistance (CFDA) Number: 45.162

If after reading this document you have questions about this grant program, contact the staff of NEH's Division of Education Programs at 202-606-8471 and hi@neh.gov. Applicants who are deaf or hard of hearing can contact NEH via Federal Relay (TTY users) at 800-877-8399.

I. Program Description

NEH Humanities Initiatives at Tribal Colleges and Universities are intended to strengthen the teaching and study of the humanities in subjects such as history, philosophy, literature, religion, and the interpretation of the arts. These grants may be used to enhance existing humanities programs, resources, or courses, or to develop new ones. Applicants are encouraged to draw on the knowledge of outside scholars who would contribute expertise and fresh insights to the project. Each project must be organized around a core topic or set of themes. For examples, see the sample project narratives, which are available on the [program resource page](#). Applicants are also encouraged to read the sample project narratives of three closely related programs: [Humanities Initiatives at Hispanic-Serving Institutions](#); [Humanities Initiatives at Historically Black Colleges and Universities](#); and [Humanities Initiatives at Community Colleges](#). The application requirements for these programs are nearly identical to those for Humanities Initiatives at Tribal Colleges and Universities.

NEH Humanities Initiatives may

- support new humanities programs (which may include but are not limited to new humanities minors, first-year seminars, and capstone courses), and enhance existing ones;
- support curricular development that integrates humanities approaches with professional training (in such fields as business, law, science, technology, and nursing and medicine);
- integrate substantial humanities content or texts in required or developmental courses that focus on close reading, analytical writing, and/or effective speaking;
- develop or substantially enhance bridge programs for first-year, first-generation, at-risk, and/or nontraditional students;
- create opportunities for faculty members to study together, in order to improve their capacity to teach the humanities;
- help institutions create or enhance humanities resources for teaching, such as oral histories and historical or literary collections (projects incorporating podcasts, mapping tools, and other digital components are especially encouraged); and
- support collaborative projects in the humanities between the applicant institution and another institution, such as a college or university, a school or school system, a museum or library, or a historical or cultural society.

The Humanities Initiatives program does not support

- projects that advocate a particular program of social action;
- projects that seek to promote a particular political, religious, or ideological point of view;
- projects that center on pedagogical theory or methods; or
- projects that center on producing works in the creative or performing arts.

Projects and their relation to an institution's cultural identity

Projects may but need not be related to the cultural identity of the applicant institution. For example, a project on ancient Greek drama submitted by a Tribal College or University would be fully eligible.

NEH areas of interest

NEH broadly encourages humanities projects related to three agency-wide initiatives that are described in greater detail immediately below: The Common Good; Standing Together; and Protecting our Cultural Heritage. Note, though, that all applications will be given equal consideration in accordance with the program's evaluation criteria (listed below in Section II of these guidelines), whether or not they respond to any of these initiatives.

The Common Good: The Humanities in the Public Square

NEH invites projects related to its initiative, [The Common Good: The Humanities in the Public Square](#). This initiative seeks to connect the study of the humanities to the current conditions of national life. Many of today's challenges require more than ever the forms of understanding and knowledge represented by the humanities. They require the broadest possible engagement of scholars and the public with the resources of the humanities, including but not limited to the study of language, literature, history, philosophy, comparative religion, and ethics. The study of the humanities can help illuminate the complexity of many contemporary challenges while enriching our understanding of the common good.

Note that the Common Good initiative incorporates the [Standing Together](#) initiative, which encourages projects related to war and military service.

Protecting our Cultural Heritage

In response to the destruction of cultural heritage materials worldwide, NEH encourages applications for projects that study, document, or create digital representations of lost or imperiled cultural heritage materials. Proposed projects should be based on scholarly work and

follow standards and best practices. Project teams must include appropriate methodological specialists and humanities scholars. Projects must demonstrate the capacity to be sustained and must be widely accessible to the public. For more information click [here](#).

Project accessibility

NEH grantees must follow the requirements of Section 504 of the Rehabilitation Act of 1973, which is designed to eliminate discrimination on the basis of handicap in any program or activity receiving federal financial assistance. For more information consult Design for Accessibility: A Cultural Administrator's Handbook [here](#).

Award information

Successful applicants for NEH Humanities Initiatives may be awarded up to \$100,000.

The grant period may run between twelve and thirty-six months, depending on the project, but it must begin between January 1, 2018, and May 1, 2018, to accommodate travel to the project directors' meeting.

Eligibility

Any U.S. nonprofit tax-exempt tribal college or university, as defined by Executive Order 13270, is eligible to apply for a Humanities Initiatives grant. Eligible institutions are those included in the Department of Education's [list of Tribal Colleges and Universities](#).

Individuals are not eligible to apply.

Collaboration with other organizations is welcome, but the project director must be from an eligible institution.

NEH generally does not award grants to other federal entities or to applicants whose projects are so closely intertwined with a federal entity that the project takes on characteristics of the federal entity's own authorized activities. This does not preclude applicants from using grant funds from, or sites and materials controlled by, other federal entities in their projects.

Late, incomplete, or ineligible applications will not be reviewed.

II. Preparing and Organizing your Application

Resources for preparing a strong application

To prepare a strong application, applicants are encouraged to take the following steps:

- read these **guidelines** carefully, noting what information needs to be provided in the application;
- review the **sample narratives**, which are available on the [program resource page](#);
- consult the program's **evaluation criteria**, which are listed immediately below;
- read the **Frequently Asked Questions**, which are available on the [program resource page](#);
- contact the **program staff** (at 202-606-8471 or hi@neh.gov) to discuss your project and raise any questions you may have about the application; and
- submit an optional **draft proposal** (at least six weeks before the deadline), to which program staff will respond with suggestions and advice.

Evaluation criteria

Proposals for NEH Humanities Initiatives are evaluated according to three general criteria: intellectual quality, feasibility, and potential for significant impact.

- **Intellectual quality**
 - Does the project center on a significant topic in the humanities?
 - Does the project engage important texts and draw on sound scholarship in the humanities?
 - Does the project effectively address the teaching and learning of humanities subject matter at the institution?
 - Is the proposal clear, free of academic jargon, and accessible to nonspecialists?
 - Does the project refrain from proposing advocacy and other activities not supported by NEH (listed above, after the first set of bullets in the guidelines)?
- **Feasibility**
 - Is the project well planned, with its activities described in adequate detail?
 - Are the personnel qualified to carry out their responsibilities?

- Do the letters or e-mails from scholars, other consultants, and participating institutions show evidence of commitment to, support for, and anticipated contributions to the project?
- Is the proposed evaluation appropriate to the project?
- Is the budget reasonable in view of the project design and likely results?
- **Potential for significant impact**
 - Will the project lead to opportunities for enhanced humanities teaching and learning?
 - Will the results be disseminated to those who would find them most useful?
 - Will the results extend beyond the period of the grant?

As noted earlier, applicants are encouraged to contact program officers, who can offer advice about preparing the proposal and review proposal drafts, if they are submitted no later than May 11, 2017. The program cannot guarantee that it will respond to late-arriving drafts.

Although this preliminary review is not part of the formal review process and has no bearing on the final outcome of the proposal, previous applicants have found it helpful in strengthening their applications.

The submission of proposal drafts is optional; if you choose to submit one, send it as an attachment to hi@neh.gov.

Once an applicant formally submits an application, NEH will not comment on its status except with respect to issues of completeness and eligibility.

The application should be clear, free of academic jargon, and accessible to nonspecialists. Applicants should refrain from proposing advocacy and other activities not supported by NEH (listed above, after the first set of bullets in the guidelines).

Application elements

Your application should consist of the following five parts: the table of contents, a summary, a narrative, a budget, and appendices.

1. Table of contents

Include all parts of the application, with page numbers. Pages should be numbered consecutively through all sections, including the appendices.

UPCOMING AIHEC BOARD OF DIRECTORS AND OTHER MEETINGS: 2017-2019

DATE	MEETING	LOCATION
<i>Oct. 4-7, 2017</i>	<i>48th Annual NIEA Convention & Trade Show</i>	<i>Caribe Royale, Orlando, FL</i>
Oct. 4-6, 2017	AIHEC Fall 2017 Board Meeting	Hilton Grand Vacations Club at Tuscany Village Orlando, FL; in conjunction w/NIEA
Oct. 7-8, 2017	AIHEC-ACCT GISS-TCU 3.0	
Feb. 12-15, 2018	AIHEC 2018 Winter Meeting	Holiday Inn Capitol Washington, D.C.
March 9-10, 2018	AIHEC Spring 2018 Board Meeting	Ramkota Hotel & Conference Center Bismarck, ND
March 11-14, 2018	AIHEC 2018 Student Conference	Ramkota Hotel & Conference Center Bismarck, ND
June 2018 (TBD)	AIHEC Summer 2018 Board Meeting	TCU venue
July 30-Aug. 2, 2018	TCU Summer Meeting at SKC	Salish Kootenai College Pablo, MT
Oct. 8-10, 2018	AIHEC Fall 2018 Board Meeting	Hartford, CT (<i>tentative</i>)
<i>Oct. 10-13, 2018</i>	<i>49th Annual NIEA Convention & Trade Show</i>	<i>Hartford, Connecticut</i>
<i>Oct. 21-26, 2018</i>	<i>75th Annual NCAI Conference</i>	<i>Denver, CO</i>
Feb. 11-14, 2019	AIHEC 2019 Winter Meeting	Holiday Inn Capitol Washington, D.C.
March 14-16, 2019	AIHEC Spring Board Meeting	Radisson Personnel (formerly Holiday Inn) Billings, MT
March 17-19, 2019	AIHEC 2019 Student Conference <i>(Registration & Coaches Meeting: March 16)</i>	Radisson Personnel (formerly Holiday Inn) Billings, MT
March 21-24, 2019	AIHEC Annual Basketball Tournament <i>(Registration & Coaches Meeting: March 20)</i>	Little Big Horn College Crow Agency, MT
Summer 2019	AIHEC Summer 2019 Board Meeting	TCU venue
Oct. 7-9, 2019	AIHEC Fall 2019 Board Meeting	Minneapolis, MN
Oct. 9-12, 2019	<i>50th Annual NIEA Convention & Trade Show</i>	Minneapolis, MN
<i>Spring 2020</i>	<i>AIHEC 2020 Student Conference</i>	<i>Southwest/OK</i>

Dates do NOT include travel days. Travel days are one day before, and one day after, the dates listed.

2018 Summer Meeting: Travel Logistics

Proposed Meeting Dates:

Last week in June (approximately Tuesday, June 26-Friday, June 29)

Round Trip Flight approximations:

	From: Minneapolis, Minnesota	From: Billings, Montana	From: Albuquerque, New Mexico	From: Bismarck, North Dakota
To: Anchorage, Alaska	\$700-\$1000	\$600-\$950	\$600-\$900	\$700-\$1000
To: Fairbanks, Alaska	\$700-\$1000	\$700-\$900	\$700-\$900	\$780-\$1100
To: Barrow, Alaska	\$1000-\$1300	1000-\$1200	\$1000-\$1300	\$1300-\$2100
To: Seattle, Washington	\$400-\$500	\$275-\$375	\$320-420	\$550-\$750

Round Trip Flight approximations:

- From Anchorage to Barrow: \$350-\$500
- From Fairbanks to Barrow: \$300-\$800
- From Seattle to Barrow: \$600-\$800

	Anchorage, Alaska	Fairbanks, Alaska	Barrow, Alaska	Seattle, Washington
Flight	Ted Steven's Anchorage International Airport	Fairbanks International Airport	Wiley Post-Will Rogers Memorial Airport	Seattle-Tacoma International
Meeting Space	<ol style="list-style-type: none"> University of Alaska Anchorage Alaska Pacific University 3 meeting spaces available ranging from \$250-\$410/day SpringHill Suites by Marriot: pricing requested 	<ol style="list-style-type: none"> University of Alaska Fairbanks: Wood Center Set up/tear down charges: \$20/hour 	<ol style="list-style-type: none"> Ilisagvik College (large conference room) Heritage Center 	<ol style="list-style-type: none"> Highline College \$350/day
Lodging	<ol style="list-style-type: none"> On campus APU: Dorms with 1-3 bdrm suites (\$25 night/person); 3-4 bdrm aptmnts (\$40 night/person); linens not included (\$50 person/stay) Hotel price: appr \$200-\$300 SpringHill Suites by Marriot: walking distance to UAA & APU; \$110-\$250/night (block room rate pricing requested) 	<ol style="list-style-type: none"> On campus in dorms Hotel prices: Appr. \$150-\$250/night 	<ol style="list-style-type: none"> Hotel Price: Appr \$200/night 	<ol style="list-style-type: none"> Colleges Hotels: Hilton Seattle Airport & Conference Center- \$244-\$309/night Best Western Plus Plaza: discount and shuttle for Highline College visitors; Four Points Sheraton: relationship with Highline too
Food	<ol style="list-style-type: none"> APU: full service catering department- meals from \$13-mid \$20's/meal/person SpringHill Suites by Marriot catering menu requested Anchorage Convention Center Bfast: appr. \$22 Lunch: appr. \$33 Dinner: appr. \$40 	<ol style="list-style-type: none"> UAF: Catering available-request sent to catering manager 	<ol style="list-style-type: none"> Ilisagvik College cafeteria Bfast: appr \$10 Lunch: appr \$15 Dinner: appr \$20 Catered meals: bfast and lunch for \$12-\$15/meal/person 	<ol style="list-style-type: none"> Highline College: full service catering- meals from about \$7.50-\$13/meal/person

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