



American Indian Higher Education Consortium  
AIHEC Summer 2018 Board of Directors Meeting  
Wednesday, June 27, 2018 1:30 PM (AKDT)  
Ilisagvik College -- Dr. Tom Albert Conference Hall



American Indian Higher Education Consortium  
AIHEC Summer 2018 Board of Directors Meeting  
Wednesday, June 27, 2018 1:30 PM (AKDT)  
Ilisagvik College -- Dr. Tom Albert Conference Hall

- I. SESSION I: Title IX & the Clery Act - Mr. James Moore, U.S. Dept. of Education
- II. SESSION II: TCU Sustainability - The OLC Endowment - President Thomas Shortbull, Oglala Lakota College
- III. SESSION III: EQUITY MINDED LEADERSHIP
- IV. BOARD OF DIRECTORS MEETING - David Yarlott, Board Chair
  - A. Call to Order - David Yarlott
  - B. Opening Prayer
  - C. Welcome Ceremony - Iisagvik College Board of Trustees
  - D. Roll Call - Carrie Billy
- V. Review and Approval of the Agenda - David Yarlott  
*MOTION to Approve*
- VI. Review and Approve Spring 2018 Meeting Minutes - Leander McDonald, Board Secretary  
*MOTION to Approve*
- VII. Report of the Executive Committee - David Yarlott & Leander McDonald
  - A. Executive Committee Minutes - Leander McDonald  
*MOTION to Accept Minutes, Committee meetings March-May 2018.*
  - B. Announcements & Other - David Yarlott
- VIII. Finance Committee - Justin Guillory, Treasurer & Tina Cooper
  - A. AIHEC FY2019 Final Budget
  - B. Grants Management Report
- IX. AIHEC Affiliate Reports
  - A. American Indian College Fund - Carrie Basgall & David Yarlott  
*A written report is included in the board book.*
  - B. FALCON-Land Grant  
*A written report is included in the board book.*
  - C. AIHEC Tribal College and Universities Librarian Association  
*A written report is included in the board book.*
- X. AIHEC Central Office Report - Carrie Billy
  - A. Legislative & Executive Branch Update - Carrie Billy & Patrese Atine
    1. FY 2019 Appropriations Status

2. Authorizing Legislation: Farm Bill, Carl Perkins Career & Technical Education Act

3. Authorizing Legislation: Higher Education Act in the 116th Congress

4. Executive Branch

**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.*

**C. Upcoming AIHEC Meetings**

1. 2018 AIHEC Meetings: Fall Meeting

**D. General Information**

*Upcoming Meetings; TCU Presidents Contact List; AIHEC Staff Directory*

XI. New Business - David Yarlott

XII. Adjournment - David Yarlott

A. Closing Prayer

## What is Title IX?

Title IX, as a federal civil rights law in the U.S., was enacted as part of the Education Amendments of 1972. Under **Title IX**, discrimination on the basis of sex can include sexual harassment, rape, and sexual assault. A **college** or university that receives federal funds may be held legally responsible when it knows about and ignores sexual harassment or assault in its programs or activities.

### Not Alone: Protecting Students From Sexual Assault U.S. Department of Justice

- [Checklist for Campus Sexual Misconduct Polices](#)
- [Sample Language and Definitions of Prohibited Conduct for a School's Sexual Misconduct Policy](#)
- [Sample Language for Title IX Coordinator's Role in Sexual Misconduct Policy](#)

### Sample Community College Policies

These are good examples, but each institution should develop its own policies carefully and with the assistance of counsel.

- **Prince George's Community College, MD**  
[http://www.pgcc.edu/uploadedFiles/Pages/Campus\\_Info/campus\\_police/12-19-14%20PGCC%20Discrimination%20Harrassment%20and%20Sexual%20Misconduct%20Policy%20\(to%20MHEC\)%20-%20Final.pdf](http://www.pgcc.edu/uploadedFiles/Pages/Campus_Info/campus_police/12-19-14%20PGCC%20Discrimination%20Harrassment%20and%20Sexual%20Misconduct%20Policy%20(to%20MHEC)%20-%20Final.pdf)
- **Jackson College, MI**  
<https://www.jccmi.edu/wp-content/uploads/1717.pdf>
- **North Central State College, OH links:**  
<http://www.ncstatecollege.edu/cms/media/PDF/policies/15-03.pdf>  
<http://www.ncstatecollege.edu/cms/media/PDF/policies/15-031.pdf>  
<http://www.ncstatecollege.edu/cms/media/PDF/policies/04-20.pdf>  
<http://www.ncstatecollege.edu/cms/media/PDF/policies/15-01.pdf> (see paragraphs, (E) (14-19)
- **Northern Wyoming Community College District**  
<http://www.sheridan.edu/wp-content/uploads/2016/02/Student-Code-of-Conduct.pdf>  
<http://www.sheridan.edu/wp-content/uploads/2016/02/sexual-misconduct-procedure.pdf>

## Resources Available to Colleges

### [Addressing Gender- Based Violence on College Campuses: Guide to a Comprehensive Model](#)

*Provides a Comprehensive Campus Model with 3 goals:*

- **Goal 1: Broad campus and community engagement'**
- **Goal 2: Effective Intervention** This goal encompasses four elements:
  - 1) providing survivor-centered victim services and advocacy;
  - 2) providing other support services;
  - 3) ensuring a trauma-informed and effective law enforcement response; and
  - 4) creating and maintaining fair, equitable disciplinary processes that hold offenders accountable.
- **Goal 3: The reduction of gender-based violence**

*Contains more resources and tools for campus and community engagement*

### [Building Partnerships Among Law Enforcement Agencies, Colleges and Universities: Developing a Memorandum of Understanding to Prevent and Respond Effectively to Sexual Assaults at Colleges and Universities](#)

- *Provides sample language and sample MOUs*

### [Building Partnerships with Local Rape Crisis Centers: Developing a Memorandum of Understanding](#)

[Campus Climate Survey Validation Study, Final Technical Report](#), Bureau of Justice Statistics Research and Development Series, January 2016.

Cantor, D., Fisher, B., et al, (2015) *Report on the AAU Campus Climate Survey on Sexual Assault and Sexual Misconduct*, Rockville, MD.

[Culture of Consent](#), Office of Sexual Assault Prevention & Response.

*The Hunting Ground*, documentary film, 2015. [Trailer](#). [Available on Netflix](#).

[Necessary But Not Sufficient: Sexual Assault Information on College and University Websites](#), Emily Lund and Katie B Thomas, *Psychology of Women Quarterly*, first published August 2015.

### [Not Alone: The First report of the White House Task Force to Protect Students From Sexual Assault, April 2014.](#)

[NotAlone.gov](#) and [Office on Violence Against Women](#), U.S. Department of Justice.

[Preventing and Addressing Campus Sexual Misconduct: A Guide for University and College Presidents, Chancellors, and Senior Administrators](#), White House Task Force to Protect Students from Sexual Assault, January 2017.

[Q&A on Campus Sexual Misconduct](#), US Department of Education, Office for Civil Rights, September 2017.

Westmarland, Nicole and Sue Alderson: [The Health, Mental Health, and Well-Being Benefits of Rape Crisis Counseling](#), *Journal of Interpersonal Violence*, August 2013.

**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:

<b>Equities</b>	<b>Benchmark</b>
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: AIHEC 2017 Summer Board of Directors Meeting, Holiday Inn Washington-Capitol on Wednesday, June 28, 2017, by motion of the Board.



June 28, 2017

---

David Yarlott, Chair

---

Date



## **Summer 2018 Board Meeting Agenda**

Wednesday, June 27, 2018

1:30 PM (AKDT)

Ilisagvik College -- Dr. Tom Albert Conference Hall

- I. **BOARD OF DIRECTORS MEETING** - David Yarlott, Board Chair
  - A. **Call to Order** - David Yarlott
  - B. **Opening Prayer**
  - C. **Roll Call** - Carrie Billy
- II. **Review and Approval of the Agenda** - David Yarlott  
*MOTION to Approve*
- III. **Review and Approve Spring 2018 Meeting Minutes** - Leander McDonald, Board Secretary  
*MOTION to Approve*
- IV. **Report of the Executive Committee** - David Yarlott
  - A. **Executive Committee Minutes** - Leander McDonald  
*MOTION to Accept Minutes: Committee meetings, March-May 2018*
  - B. **Announcements & Other** - David Yarlott
- V. **Report of the Treasurer** - Justin Guillory, Treasurer, & Tina Cooper  
*Finance Committee Motions and updates.*
  - A. AIHEC FY2019 Final Budget
  - B. Grants Management Report
- VI. **AIHEC Affiliate Reports**
  - A. **American Indian College Fund** - Carrie Basgall & David Yarlott  
*A written report is included in the board book.*
  - B. **FALCON-Land Grant**  
*A written report is included in the board book.*
  - C. **AIHEC Tribal College and Universities Librarian Association**  
*A written report is included in the board book.*
- VII. **AIHEC Central Office Report** - Carrie Billy
  - A. **Legislative & Executive Branch Update** - Carrie Billy & Patrese Atine
    - 1. FY 2019 Appropriations Status
    - 2. Authorizing Legislation: Farm Bill, Carl Perkins Career & Technical Education Act
    - 3. Authorizing Legislation: Higher Education Act in the 116th Congress
    - 4. Executive Branch

**B. Central Office Update**

*Please see the Board Book for AIHEC activities pursuant to our Strategic Plan goals.*

**C. Upcoming Meetings & General Information**

*Upcoming Meetings; TCU Presidents Contact List; AIHEC Staff Directory*

VIII. **New Business** - David Yarlott

IX. **Adjournment** - David Yarlott

Closing Prayer

2018 Summer BoD Meeting

# **Executive Committee Minutes:**

**March 2018-May 2018**



# MINUTES OF THE AIHEC EXECUTIVE COMMITTEE MEETING

Friday, March 9, 2018

Manhattan/Liberty, Radisson Hotel, Bismarck, ND

## I. CALL TO ORDER AND ROLL CALL

AIHEC Chair, David Yarlott, called the March meeting of the AIHEC Executive Committee meeting to order at 5:26 pm CST. The roll call was called with the following results:

### Members Present:

David Yarlott, Chair

Elmer Guy, Vice-Chair

Leander R. McDonald, Secretary & Research Committee Chair

Justin Guillory, Treasurer

Robert Martin, Student Activities Committee Chair

Cynthia Lindquist, Member-at-Large

### Members Absent:

Larry Anderson, Membership & Accreditation Chair

A quorum was established.

AIHEC Staff: Carrie Billy, Patrese Atine, and Maggie Grandon

## II. REVIEW AND APPROVAL OF THE MEETING AGENDA

Chair Yarlott presented the minutes of the January 18, 2018 Executive Committee meeting for review and approval.

**MOTION:** President McDonald moved [seconded by President Martin] to approve the minutes of the January 18, 2018 Executive Committee meeting, as presented.

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

## III. LEGISLATIVE & EXECUTIVE BRANCH UPDATES & ISSUES

Legislative and executive branch updates were held for the Board of Directors meeting on Sunday, March 11, 2018.

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

### A. Upcoming AIHEC Board Meetings

1. **Summer 2018:** Ms. Billy gave a brief overview of planning for the summer meeting, which will be held in Barrow, Alaska on June 26-28, as previously determined by the Executive Committee. President Martin and President Yarlott shared that other meetings have been scheduled that conflict with the summer meeting dates, but both urged the Committee to move forward with the previously announced dates. Ms. Billy stated that President Pearl Brower (Iñisaġvik College) will share a brief update on the summer board meeting on Sunday.

2. **Fall 2018:** The fall board meeting is scheduled for Hartford, Connecticut, in conjunction with the National Indian Education Association's (NIEA) annual convention. President Lindquist emphasized that she would like NIEA to become more active in reaching out to TCUs and more engaged with TCU activities and policy priorities. Ms. Billy shared that NIEA does advocate for TCU priorities. President Yarlott expressed interested in working with NIEA to help bolster higher education graduation rates. The Committee agreed that the fall meeting will be held on October 8-10, 2018 in Harford, CT.

#### **B. Central Office Updates**

The Tribal Interior Budget Council (TIBC) meeting will take place in Washington, DC on March 20. Ms. Billy stressed the importance of TCU presidents attending local or regional TIBC meetings, or encouraging their own tribal leaders to advocate for TCU higher education priorities at such meetings. By raising TCU funding issues at regional meetings as a priority, the greater the likelihood of its being listed as a priority at the national level. Another step that the Board could take would be to request TIBC to include an AIHEC representative on the TIBC Education Subcommittee, which meets in conjunction with the national meetings. Ms. Atine stressed that it is advantageous to both advocate to tribal leaders for TCU funding, and also to have a designated representative advocating at the subcommittee meetings. She stated that her experience has been that many tribal leaders who attend the subcommittee meetings do not know enough about Tribal Colleges to raise TCU funding needs as a priority. Ms. Billy noted that six tribes allocate a portion of their annual federal Tribal Priority Allocation (TPA) to their tribal college (Nueta Hidatsa Sahnish College, Oglala Lakota College, Sinte Gleska University, Turtle Mountain Community College, Chief Dull Knife College, and Tohono O'odham Community College). The money, while part of the TPA funds, flows directly from the Bureau of Indian Affairs to the Tribal College. President Lindquist requested further inquiry on this issue.

**MOTION:** President McDonald moved [seconded by President Guy] that a resolution be drafted for consideration by the Board requesting that the Department of the Interior designate an AIHEC representative to be a member of the Tribal Interior Budget Council Education Subcommittee.

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

#### **C. TCU Updates & Announcements**

- Ms. Billy stated that, unfortunately, President Anderson is not able to attend the spring meeting and due to his pending retirement, he has stepped down as Chair of the Membership and Accreditation Committee, and he is resigning as AIHEC Athletic Commissioner. The Membership and Accreditation Committee, which will meet on Saturday, March 10, will need an acting chair to open the meeting. President Lindquist recommended President Martin or President Vermillion. Chair Yarlott expressed his gratitude for President Anderson's leadership as Membership and Accreditation Chair and for his longstanding involvement with the AIHEC Athletic Commission, which included hosting the annual AIHEC National Basketball Tournament at Fond du Lac Tribal and Community College (FDLTCC) some years ago. Ms. Billy added that FDLTCC also hosted the World Indigenous Nations Higher Education Consortium (WINHEC) annual meeting several years ago, being one of only two TCUs to do so, and that under President

Anderson's leadership last year, FDLTCC became the third Tribal College to receive WINHEC accreditation. The Committee joined President Yarlott in commending President Anderson for his leadership and friendship.

- President Yarlott briefly discussed his new role as a Commissioner on the Northwest Association of Colleges and Universities, which began in January 2018. He will serve at least one 3-year term.

## V. MISCELLANEOUS & NEW BUSINESS

- A. 50<sup>th</sup> Anniversary:** Diné College is celebrating its 50<sup>th</sup> anniversary this year; and in 2023, AIHEC will celebrate its 50<sup>th</sup> anniversary as well. Planning for this milestone should begin before the end of this year.
- B. Annual AIHEC Student Conference:** Ms. Billy stated that some TCU presidents and staff had suggested that AIHEC work with the TCUs to solicit and hire an independent event coordinator who could oversee planning and implementation of the annual AIHEC Student Conference. They noted the substantial workload required to manage the annual event, which is expanding each year. The event planner would be consistent from year to year and would work with regional TCU staff and faculty. President McDonald shared that United Tribes Technical College (UTTC) contracted with an event planner for the annual UTTC Tribal Leaders Summit & Tradeshow, which has significantly eased staff workload related to the conference. The college published a request for proposals and received several responses.

In addition to the organizational work load, staff noticed an increase in the number of requests to interpret or waive various conference rules in the months and weeks prior to the start of the conference. Due to the growing size of the annual conference and growing number of TCU participants, many people are unfamiliar with the rules and regulations set forth by the AIHEC Student Conference Commission and Athletic Commission, or in some cases, a clear policy has not yet be developed. For example, this year, an issue arose regarding participation by transgender students in some of the conference competitions. The Athletic Commission has been responsive in answering questions, and is advising the Student Conference Commission. Ms. Billy offered that AIHEC could host a webinar about the rules related to participation in the student conference to help alleviate some of the confusion that exists. President Guillory inquired about whether there is a policy in place for transgendered students participating in the World Indigenous Nations Games. A policy does not exist; however, Chair Yarlott noted that the NCAA had a very clear policy and useful information on its decision making process, which both commissions have reviewed.

## VI. ADJOURNMENT

**MOTION:** President McDonald moved [seconded by President Guillory] that the March meeting of the AIHEC Executive Committee be adjourned.

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

Accordingly, the March meeting of the AIHEC Executive Committee was adjourned at 6:20 pm (CST).

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**  
**Thursday, April 19, 2018**  
**Convened by conference call**

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

AIHEC Chair David Yarlott called the April meeting of the AIHEC Executive Committee meeting to order at 12:05 EDT. The roll was called with the following results:

**Members Present:**

David Yarlott, Chair

Elmer Guy, Vice-Chair

Leander R. McDonald, Secretary & Research Committee Chair (joined after quorum call)

Justin Guillory, Treasurer

Cynthia Lindquist, Member-at-Large

Robert Bible, Membership & Accreditation Chair

**Members Absent:**

Robert Martin, Student Activities Committee Chair

A quorum was established.

AIHEC Staff: Carrie Billy (joined late), Patrese Atine, and Maggie Grandon

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

Chair Yarlott presented the agenda for the April 19, 2018 committee meeting and requested approval. President Guillory requested that a discussion on use of prior-year enrollment data for the distribution of annual PL 95-471 funding be added to the agenda. President Yarlott suggested that the requested discussion be added to Section VI, Miscellaneous & New Business.

**MOTION:** President Guy moved [seconded by President Lindquist] to approve the meeting agenda as amended.

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

**III. REVIEW AND APPROVAL OF THE MARCH 2018 COMMITTEE MINUTES**

**MOTION:** President Guillory moved [seconded by President Guy] to approve the minutes of the March 9, 2018 Executive Committee meeting, as presented.

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

**IV. LEGISLATIVE & EXECUTIVE BRANCH UPDATES & ISSUES**

**A. FY 2018 & 2019 Appropriations**

**FY2018:** The FY2018 Consolidated Appropriations bill was signed into law on March 23, 2018. The bill included several increases for TCU funding. Ms. Billy explained that the White House has stated that it will send one or more recession packages to the Congress in the upcoming weeks, and the House could take action on the proposals. However, both Republican and Democratic

Leadership in the Senate have stated that they will not support any recessions of unobligated funding from previous fiscal years.

**FY2019:** Ms. Billy is scheduled to testify on May 10, 2018 before the House Interior Appropriations Subcommittee on FY 2019 Interior appropriations. It is anticipated that Congress will not pass a final FY2019 appropriations package prior to the start of FY 2019 (October 1, 2018) and will instead pass one or more continuing resolutions until approving a consolidated appropriations bill, or omnibus bill.

## **B. HEA, Farm Bill, E-rate Updates**

Ms. Atine provided an update of recent discussions regarding legislation to reauthorize the Higher Education Act, between AIHEC staff and Senate Health, Education, and Pensions (HELP) staff. Following AIHEC's formal submission of stakeholder input, HELP Committee staff requested a follow-up meeting to discuss the AIHEC letter, which outlined specific TCU priorities, such as permanent funding for Title III, Part F, dual Title III program participation eligibility for minority serving institutions, appropriate student completion and success outcome measurements. The HELP staff did not indicate that draft HEA legislation would be released soon.

On April 12, 2018, House Republican leadership introduced legislation to reauthorize the Farm Bill, following a break-down in negotiations with House Democrats. The Republican bill quickly drew criticism over proposed expansion of work requirements for SNAP benefits. AIHEC distributed an overview of the bill to TCU presidents last week. To recap, the bill would reauthorize all of the TCU Land-Grant programs, update the list of 1994 Land-Grant institutions, and add Red Lake Nation College to the list. However, despite AIHEC's efforts, the House Republican Farm Bill reauthorization does not include TCU specific amendments to allow the 1994 institutions to compete for grants under the Children Youth and Families at Risk or Federally Recognized Tribal Extension programs, nor to participate in the McIntire Stennis Forestry Research programs. Ms. Atine and Ms. Billy will continue to try to impact the House bill as it moves to the floor and will strengthen efforts to educate key Senate offices and committees on the importance of including the full TCU amendment package in any Senate Farm bill reauthorization proposals.

Ms. Atine and Ms. Billy met with Congressional staff and the Universal Service Administration Company (USAC) to identify possible legislative or administrative opportunities to include TCUs in the federal E-Rate program, which provides discounted broadband services and equipment.

## **C. Executive Branch Updates**

USDA Rural Development has scheduled an online listening session for TCUs to provide input into the development of new grant funding for distance learning/telemedicine and rural broadband Internet access. AIHEC and TCU staff will participate in the listening session to highlight the need for broadband services and improved cyberinfrastructure on TCU campuses.

Ms. Atine and Ms. Billy attended the U.S. Department of Education's National Advisory Council on Indian Education (NACIE) meeting in DC. Since there are several vacant positions on the council, Ms. Billy recommended nominating up to four TCU Presidents to serve on NACIE. Presidents McDonald and Lindquist were recommended to be nominated to the NACIE board. AIHEC will solicit additional nominations from presidents via email.

**V. TCU & AIHEC CENTRAL OFFICE UPDATES & ISSUES**

**A. Upcoming AIHEC Board Meetings: Summer 2018**

Ms. Billy requested guidance and suggestions for the Presidents' Executive Awareness/ Professional Development Sessions. AIHEC will solicit ideas from all presidents.

The Committee discussed the summer meeting, which will be held in Barrow, AK in June, including a recommendation to reduce the number of meetings days. Currently, the meeting is scheduled as follows: Tuesday, June 26: full day meeting; Wednesday-Thursday, June 27-28: half-day meetings on each day, with the Board of Directors meeting on Wednesday, June 27.

**MOTION:** President McDonald moved [seconded by President Bible] to change the summer meeting from three days to two days.

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

**B. Central Office Updates**

- Three TCUs have been selected to receive USDA-AIHEC Agribusiness Initiative awards: United Tribe Technical College, Nebraska Indian College, and Blackfeet Community College.
- In the *Keepseagle v. Vilsack* litigation, the U.S. Supreme Court has declined to hear a plaintiff's appeal of the order approving the modified settlement order, and the case has now returned to the district court. The district court will review recommendations for the distribution of the \$38 million in "fast track" cy pres funds. Although the judge must give his approval before any funds can be distributed, the court has unsealed the recommendations: five TCUs and the AICF received fast track awards, along with several other tribes and organizations.
- AIHEC has received approval from the National Science Foundation to continue and expand its NSF-WIDER grant.

**C. TCU Updates & Announcements**

Three new presidents begin in May. College of Menominee Nation will welcome Paul Trebian in mid-May; Leech Lake Tribal College will welcome Raymond Burns on May 11; and White Earth Tribal & Community College will welcome Waylon Baker in May.

**VI. MISCELLANEOUS & NEW BUSINESS**

**A. Request for Nominees- Future Leaders Connect**

The British Council, a transnational network for young leaders in politics/public policy, is seeking applicants for a leadership development program in England by April 20, 2018. AIHEC may submit up to three TCU student names. Executive Committee members will follow-up with recommendations of potential student nominees via email.

**B. Other:**

President Guillory requested a discussion on prior-prior year funding, per a request from the Bureau of Indian Education for individual letters from each of the Tribal College presidents regarding the use of prior-prior year data for the distribution of the annual PL 95-471 funds, despite a Board motion on this issue. He specifically inquired whether funding for this year's

distribution would come from the immediate prior year or the prior-prior year. Ms. Billy stated that the BIE has stated that it would like to use the prior-prior year for distributing FY2018 funding, which is slated to be released sometime between July 1, 2018 and late August/early September 2018. If BIE uses prior-prior year data for FY 2018 funding, it would use data from academic year (AY) 2016-17. President Guillory asked whether there would be a delay in receiving funds due to counting continuing education units (CEUs). Ms. Billy stated that if AY 2016-17 data is used, there would be no delay, funding would be available on July 1, 2018. However, if BIE uses immediate prior year data, the Titles I and II TCUs could experience delays due the general and CEU verification processes. One advantage to using prior-prior year data is that gives the BIE several months to conduct its due diligence in distributing funding. The BIE is exploring the possibility of using the International Association of Continuing Education and Training (IACET) standards or accreditation for approving TCU CEUs once a certain threshold amount of CEUs are reported. AIHEC has requested that the BIE provided resources to those TCUs that might be required to seek and maintain IACET accreditation.

## VII. ADJOURNMENT

**MOTION:** President McDonald moved [seconded by President Guillory] that the April meeting of the AIHEC Executive Committee be adjourned.

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

Accordingly, the April meeting of the AIHEC Executive Committee was adjourned at 1:22 pm (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 MAY 2018 EXECUTIVE COMMITTEE MEETING

Convened by conference call Thursday, May 17, 2018

## I. CALL TO ORDER AND ROLL CALL

AIHEC Chair, David Yarlott, called the May 2018 meeting of the AIHEC Executive Committee meeting to order at 12:04 pm ET. The roll was called with the following results:

### Members Present:

David Yarlott, Chair

Elmer Guy, Vice-Chair

Leander R. McDonald, Secretary & Research Committee Chair (joined after roll call)

Justin Guillory, Treasurer

Cynthia Lindquist, Member-at-Large

Robert Martin, Student Activities Committee Chair

### Members Absent:

Robert Bible, Membership & Accreditation Chair

A quorum was established.

AIHEC Staff: Carrie Billy, Patrese Atine, and Maggie Grandon

## II. REVIEW AND APPROVAL OF THE MEETING AGENDA

Chair Yarlott presented the agenda for the May 2018 committee meeting and asked for its approval.

**MOTION:** President Guy moved [seconded by President Lindquist] to approve the meeting agenda, as amended.

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

## III. REVIEW AND APPROVAL OF THE APRIL 2018 COMMITTEE MINUTES

**MOTION:** President McDonald moved [seconded by President Guy] to approve the minutes of the April 19, 2018 Executive Committee meeting, as presented.

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

## IV. LEGISLATIVE & EXECUTIVE BRANCH UPDATES & ISSUES

### A. FY 2019 Appropriations Status

Ms. Atine provided an overview of Congressional appropriations subcommittee action related to fiscal year 2019 funding. The House Agriculture and Energy and Water subcommittees have released their bills and the Interior subcommittee would be releasing its bill within the week. So far, no TCU programs or funding levels have been reduced or cut compared to FY 2018. The Senate Appropriations Committee has released a schedule of anticipated release dates for Senate subcommittee bills.

The House Interior Appropriations subcommittee held American Indian/Alaska Native public witness days on May 9-10, 2018. Ms. Billy testified on behalf of AIHEC, President McDonald testified on behalf of United Tribes Technical College, and Lawrence Mirabel testified on behalf of the Institute of American Indian Arts.

Ms. Billy mentioned the possible increase in TCU endowment funding from USDA, based on rising interest rates. TCU endowment funding from USDA may be used for any purpose, such as operations, infrastructure, and other non-Land-grant related purposes. USDA staff reported to AIHEC that several TCUs have not drawn down endowment funding in years. Ms. Billy encouraged these TCUs to proactively draw down funds immediately, rather than storing them in low interest bearing federal accounts. TCUs may invest this funding if they do not wish to expend the funds immediately. Further, leaving it with the federal government runs the risk of having it returned to the Treasury or used for other purposes.

## **B. Farm Bill and E-rate Updates**

On May 8, Senate Committee on Indian Affairs Chairman Jon Hoeven (R-ND) and Ranking Member Tom Udall (D-NM) introduced the Cultivating Resources, Opportunity, Prosperity, and Sustainability (CROPS) for Indian Country Act, S.2804. The CROPS Act includes three specific provisions for 1994 Land-grant institutions: updates the 1994 list, amends CYFAR and FRTEP eligibility to include 1994s, and amends McIntire-Stennis eligibility for 1994 Land-grant institutions offering baccalaureate degrees in forestry. AIHEC, and several TCUs, released statements of support for the bill, which was favorably reported by the committee on May 16.

Leading to the bill's introduction and committee mark up, Ms. Atine and Billy worked with staff to ensure that the TCU provisions were included in the bill and that they were not removed during the committee's mark-up, despite the efforts of other organizations to remove the TCU CYFAR and FRTEP amendments.

President McDonald mentioned that he had the opportunity at the airport to speak to Congressman Cramer (R-ND) regarding TCU priorities.

AIHEC staff continue to meet with Congressional staff regarding the possibility of adding TCUs to the federal E-Rate program. Senators Heinrich (D-NM) and Heller (R-NV) have introduced legislation to expand the E-Rate program to include some tribal government buildings and libraries. Ms. Atine and Ms. Billy have met with Senator Heinrich's staff to advocate for the inclusion of TCUs in this legislation, which has been favorably received.

## **C. USDA Farm Bill Listening Session: New Mexico**

President Martin provided a summary of the meeting hosted by Secretary of Agriculture Sonny Perdue with TCU presidents (Presidents King and Roessel) and Land-grant staff, which took place on Sunday, May 13 at Southwestern Indian Polytechnic Institute (SIPI), followed by a USDA Listening Session with Tribal Leaders on Monday, May 14 at the Institute of American Indian Arts. AIHEC provided handouts outlining TCU Priorities for the Farm bill, which were distributed at both meetings. Secretary Perdue attending the listening session on Monday for about one hour, during which approximately 12 tribal leaders shared comments. Many of the comments were in support of the CROPS Act, particularly the TCU provisions. The Menominee tribal representative, who is a former faculty member at the College of Menominee Nation, spoke in strong support of including TCUs in the McIntire-Stennis forestry research program.

President Martin explained that he asked USDA officials for an update on the pending USDA – TCU Memorandum of Agreement (MOA). USDA staff stated that Secretary Perdue wanted first to meet with TCU presidents and to listen to concerns before signing an MOA. Staff further stated

that the Secretary has asked them to begin completely revising the MOA based on the feedback received during the hour-long meeting on Sunday, May 13, at SIPI.

President Martin discussed the need for changes to two USDA programs: the Request for Proposals (RFP) for the USDA TCU Rural Development funding is announced in April or May. However, the funding is not released until late in the fiscal year, sometimes as late as September. President Lindquist concurred with President Martin's concern regarding the late timing of the annual RFP. Discussion suggested that the rural development grant funding be changed to multi-year funding which would reduce the frequency of the annual application process. Additionally, the 5 percent match requirement is often a hardship for the smaller Tribal Colleges. Ms. Billy explained that the 5 percent match can be waived. AIHEC will follow up with USDA on these two issues.

In regards to the very late planning and announcement of the USDA Farm bill meetings, AIHEC needs to make very clear our concerns, particularly that USDA staff have inappropriately labeled the Sunday meeting as a "consultation" on the Farm bill. The meeting was not a consultation, but rather advertised approximately one week prior to the event as a meeting on youth workforce development.

Chair Yarlott excused himself from the call at 12:49 pm EDT, and Vice-Chair Guy chaired the meeting for the remainder of the call.

## **V. TCU & AIHEC CENTRAL OFFICE UPDATES & ISSUES**

### **A. Upcoming Meeting: Summer 2018**

- Schedule of Events: at the request of President Brower and based on a poll of TCU presidents, the dates for the summer meeting have shifted to Wednesday, June 27, and Thursday, June 28, to allow presidents time to participate in a major whaling festival that begins on Thursday afternoon.
- President Lindquist announced that she is unable to attend the summer meeting in Barrow, Alaska due to budgeting issues at Cankdeska Cikana Community College.
- Executive Session Topics: Ms. Billy explained that AIHEC is having difficulty securing speakers for the summer executive sessions due to the rigorous travel involved and asked for suggestions for topics. Suggestions already in consideration include: best practices at Tribal Colleges, developmental education emerging practices, and AIHEC sustainability strategic planning based on the spring board meeting motion. President Lindquist suggested that among AIHEC and the various Presidents' talents, the agenda could successfully be filled. President Martin suggested that staff ask President Shortbull to give a formal presentation on the Oglala Lakota College endowment. Members concurred that this would be a valuable presentation. President Guy made a request for a presentation on Title IX compliance, to which other members also concurred, with President Guillory requesting that Cleary Act compliance be combined with the Title IX presentation.

### **B. Central Office Updates**

AIHEC is pleased to announce that we have a new partnership with the Boys and Girls Club of America, and a second VISTA leader, Juan Garcia, has joined the AIHEC staff. Mr. Garcia will specifically work with Boys and Girls Club Vista volunteers in Indian Country.

**C. TCU Updates & Announcements**

Three new presidents have taken office this week: Paul Trebian, College of Menominee Nation; Raymond Burns, Leech Lake Tribal College; and Waylon Baker, White Earth Tribal & Community College. On May 29, a fourth president will take office: Lori Sherman will replace Interim President Cherie Dakota at Keweenaw Bay Ojibwa Community College.

**VI. MISCELLANEOUS & NEW BUSINESS**

**A. AIHEC-ACCT GISS-TCU 4.0**

ACCT has received permission from the Lumina Foundation to extend a grant to provide at least two more "Governing Institutes for Student Success- TCUs" for tribal college governing boards. The first training session will be held on September 6-7, 2018 in Bismarck, ND. Ms. Billy requested that the meeting take place in conjunction with United Tribes Technical College Tribal Leaders Summit. President McDonald (UTTC) indicated that hosting a GISS session might work during the Summit. He will ask the planning committee to follow up with AIHEC staff. The second meeting will be held in early December in the southwest, most likely Wild Horse Pass in Chandler, AZ. Ms. Billy shared the idea of more tailored, higher level training tracks for the boards who have already attended the trainings consistently. A draft GISS agenda was included in the meeting materials, and Ms. Billy requested feedback and recommendations on the sessions.

**B. Other**

Ms. Billy urged presidents to ensure that their college is represented at the AIHEC Student L.I.F.E. Conference, which is set for June 19-21, 2018, at Northwest Indian College. In addition, a few slots remain for TCU staff and faculty to attend the 5<sup>th</sup> annual AIHEC Behavioral Health Institute, which will be held June 18-21, 2018 at the University of Washington.

**VII. ADJOURNMENT**

**MOTION:** President McDonald moved [seconded by President Martin] that the May meeting of the AIHEC Executive Committee be adjourned.

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

Accordingly, the May meeting of the AIHEC Executive Committee was adjourned at 1:14 pm ET.

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

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM				
FY 2019 CENTRAL OFFICE, & TECHNICAL ASSISTANCE PROGRAM				
CONSOLIDATED BUDGET SUMMARY - (Final)				
FY 2019 BUDGET - SUMMARY				
		CENTRAL	BIE	
		OFFICE	T/A	TOTAL
Description	Acct			FY 2019
Combined Federal Campaign Pledges	402	\$ 7,000	\$ -	\$ 7,000
BIA Technical Assistance Grant	405	\$ -	\$ 601,000	\$ 601,000
AIHEC Membership Dues	410	\$ 911,190	\$ -	\$ 911,190
Interest Income	440	\$ 400	\$ -	\$ 400
2018 Carry over		\$ -	\$ -	\$ -
<b>TOTAL REVENUE</b>		<b>\$ 918,590</b>	<b>\$ 601,000</b>	<b>\$ 1,519,590</b>
Salaries & Wages	500	\$ 539,060	\$ 270,811	\$ 809,871
P/R Taxes & Fringe Benefits	502	\$ 129,374	\$ 64,995	\$ 194,369
Temporary Staff	504	\$ 75,000	\$ -	\$ 75,000
Consultant Fees	505	\$ 88,000	\$ 7,500	\$ 95,500
Honoraria & Speaker Gifts	508	\$ 5,000	\$ -	\$ 5,000
Telecommunications - Office Phones	515	\$ 9,500		\$ 9,500
Telecommunications - Mobile Phones	516	\$ 4,500	\$ 1,000	\$ 5,500
Telecommunications - Internet	517	\$ 3,800	\$ 100	\$ 3,900
Telecommunications - Conference Calls	518	\$ 500	\$ 1,600	\$ 2,100
Meetings- Room Rental	522	\$ 1,500	\$ 3,000	\$ 4,500
Meetings - Equipment Rental	523	\$ -	\$ 10,000	\$ 10,000
Meetings- Food & Beverage	524	\$ 27,000	\$ 45,000	\$ 72,000
Conference Fees	526	\$ 2,500	\$ 3,000	\$ 5,500
Staff Training	526	\$ 500	\$ 500	\$ 1,000
Photocopying	530	\$ 500	\$ 6,500	\$ 7,000
Supplies	535	\$ 10,000	\$ 26,493	\$ 36,493
Postage and Delivery	540	\$ 1,000	\$ 4,500	\$ 5,500
Publications & Subscriptions	543	\$ 500	\$ 2,000	\$ 2,500
Printing & Binding	544	\$ 200	\$ 1,500	\$ 1,700
Reimbursed Expenses - Consultants	545	\$ 3,000	\$ 1,500	\$ 4,500
Reimbursed Expenses - Non-Staff	549	\$ 2,500	\$ -	\$ 2,500
Travel - Staff Per Diem	550	\$ 1,000	\$ 5,000	\$ 6,000
Travel - Staff Lodging	551	\$ 2,500	\$ 20,000	\$ 22,500
Travel - Staff Local	552	\$ 2,000	\$ 2,500	\$ 4,500

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM				
FY 2019 CENTRAL OFFICE, & TECHNICAL ASSISTANCE PROGRAM				
CONSOLIDATED BUDGET SUMMARY - (Final)				
FY 2019 BUDGET - SUMMARY				
		CENTRAL	BIE	
		OFFICE	T/A	TOTAL
Description	Acct			FY 2019
Travel - Staff Airfare	553	\$ 2,500	\$ 24,501	\$ 27,001
Travel - Staff Mileage / Car Rental	554	\$ 500	\$ 2,500	\$ 3,000
Travel - Staff Other	555	\$ 5,000	\$ 4,500	\$ 9,500
Travel - AIHEC Executive Committee	557	\$ 2,500	\$ -	\$ 2,500
Audit Fees & Taxes Services	559	\$ 40,000	\$ -	\$ 40,000
Design Services & Graphics	560	\$ 500	\$ 500	\$ 1,000
Legal Fees	561	\$ 1,000	\$ -	\$ 1,000
Payroll Services & Bank Fees	563	\$ 11,500	\$ -	\$ 11,500
IT & Website Support	564	\$ 15,000	\$ 18,000	\$ 33,000
REIT Utilities, Repairs & Maintenance	568	\$ 60,000	\$ -	\$ 60,000
Insurance - Business	572	\$ 7,000	\$ -	\$ 7,000
Dues	574	\$ 64,350	\$ -	\$ 64,350
Archive Storage Fees	576	\$ 2,500	\$ -	\$ 2,500
Employee Recruitment Expense	577	\$ 2,500	\$ -	\$ 2,500
Advertising & Promotion	578	\$ 7,000	\$ -	\$ 7,000
AIHEC TCJ - Publication Expense	580	\$ 45,000	\$ -	\$ 45,000
Entertainment/Miscellaneous	583	\$ 5,000	\$ -	\$ 5,000
Indirect Exp Alloc	589	\$ (271,194)	\$ 66,000	\$ (205,194)
Equipment (<\$5K) Expense	590	\$ 5,000	\$ 3,000	\$ 8,000
Equipment Repairs & Maintenance	591	\$ 2,500	\$ 3,000	\$ 5,500
Computer Software	593	\$ 1,000	\$ 1,500	\$ 2,500
<b>TOTAL EXPENSE</b>		<b>\$ 918,590</b>	<b>\$ 601,000</b>	<b>\$ 1,519,590</b>
<b>NET REVENUE OR (EXPENSE)</b>		<b>\$ (0)</b>	<b>\$ 0</b>	

American Indian Higher Education Consortium										
Grants and Contracts										
Cost Code:	Grant Name	Funding Type	Title/Purpose	CFDA Number Grant Number	Grant Period Budget Period	Award Amount	Awarded Current Grant Year(Budget)	Current Year Disbursement / Expenditures (Actual)	Unexpended Balance	Indirect Expense/Credit
100	AIHEC Ops-	Private	AIHEC Membership	N/A	10/01/2017 - 09/30/2018	\$ 883,190.00	\$ 883,190.00	\$(469,905.99)	\$ 413,284.01	\$ 117,988.90
130	AIHEC ASC	Private	AIHEC Student Congress	N/A	10/01/2017 - 09/30/2018	\$ 18,500.00	\$ 17,500.00	\$(17,787.11)	\$(287.11)	-
131	AIHEC SLT	Private	AIHEC Student Leadership Training	N/A	10/01/2017 - 09/30/2018	\$ 45,000.00	\$ 45,000.00	\$(2,630.36)	\$ 42,369.64	-
140	TCJ	Private	Tribal College Journal	N/A	10/01/2017 - 09/30/2018	\$ 370,360.19	\$ 370,360.19	\$(296,571.77)	\$ 73,788.42	-
200	Bureau of Indian Education (BIE)	Federal	TCU Technical Assistance	15.027 A16AB00035	07/01/2017 - 09/30/2018	\$ 601,000.00	\$ 601,000.00	\$(359,489.24)	\$ 241,510.76	\$(29,417.20)
215	Bureau of Indian Education (BIE)	Federal	AIHEC-BIE College Bound Initiative supports TCUs to conduct a range of enrichment and intervention strategies with their local BIE K-16 feeder schools.	15.028 A15AC00022	02/02/2015 - 12/31/2018	\$ 995,804.00	\$ 42,913.34	\$(4,288.79)	\$ 38,624.55	\$(594.58)
235	Department of the Interior	Federal	DOI Records Management Course Development Project: AIHEC, in coordination with DOI and selected TCUs will develop and offer two 16-week records management course for online and traditional classroom delivery.	15.114 A16AP00154	07/01/16-06/30/18 Projected end: 06/30/21	\$ 650,000.00	\$ 131,300.00	\$(115,834.62)	\$ 15,465.38	\$(1,393.98)
410	NARCH- Health and Human Services	Federal	NARCH: Development of TCU behavioral health research and education programs; Supports faculty development; faculty release time; student researchers; and student professional development.	93.933 U261IHS0083-01-00	09/30/2013 - 09/14/2018 09/15/2017 - 09/14/2018 5 Year total not available	\$ 4,505,374.00	\$ 781,184.94	\$(379,557.18)	\$ 401,627.76	\$(24,473.78)
415	IHS-Health and Human Services	Federal	Growing the AI/AN Research Community: An Native Research Network (NRN) and AIHEC Health Research Initiative.	93.933 D91BIHS0002-01-00	02/01/2017-01/31/2022 02/01/2017-01/31/2018 5 Year total not available	\$ 118,750.00	\$ 34,165.61	\$(17,117.21)	\$ 17,048.40	\$(2,104.90)
417	NIH IPERT Asetone Network Project	Federal	Asetone Network Project: A multi-institutional initiative that will provide outreach, education, and mentoring activities to students at the nation's 37 Tribal Colleges and universities.	1R25GM116816-01A1	09/01/2017-08/31/18	\$ 400,257.00	\$ 395,269.75	\$(137,457.09)	\$ 257,812.66	\$(11,996.46)
426	VISTA-Corporation for National and Community Service (CNCS)	Federal	Amendment to Support AmeriCorps VISTA Project: The purpose of this award is to assist the Project Sponsor in carrying out anti-poverty AmeriCorps VISTA project.	17VSWAZ003 94.013	4/15/2018 - 4/13/2019	\$ 37,000.00	\$ 37,000.00	\$(7,023.23)	\$ 29,976.77	-
439	DOE Advanced Manufacturing Network-Phase II	Federal	Tribal Colleges and Universities Advanced Manufacturing Network-Phase II: This initiative will expand faculty professional development, development of advanced manufacturing courses and a Summer Institute hosted annually by a Tribal College for faculty and students.	81.123 DE-NA0003332	10/01/16-09/30/18 10/01/17-09/30/18	\$ 3,726,624.34	\$ 1,245,570.44	\$(892,486.22)	\$ 353,084.22	\$(5,619.95)
444	USDA-NRCS	Federal	Tribal Farmers, Ranchers, and Community Support Project: Supports TCUs in offering training and support to local farmers, ranchers, and community members in accessing available USDA resources to help improve their farming and ranching practices, and to support climate change vulnerability studies and resource assessments	10.902 69-3A75-14-302	09/30/2016 - 09/30/2018	\$ 675,000.00	\$ 316,336.00	\$(72,594.73)	\$ 243,741.27	\$(8,638.29)
447	USDA	Federal	The Tribal Agribusiness Curriculum Development Program will support TCUs to more effectively engage and prepare TCU students to pursue agriculture related business and financial management careers in the U.S. Department of Agriculture and the agriculture industry.	AG-3144-P-17-0226	09/29/2017 - 09/28/2018	\$ 400,000.00	\$ 400,000.00	\$(14,087.33)	\$ 385,912.67	\$(371.40)
464	National Science Foundation	Federal	Indigenous Evaluation Framework: Research and Capacity Building; supports implementation of the Indigenous Evaluation Framework at a cohort of TCUs and research investigating the impact of IEF on the institution's STEM programs.	47.076 DRL-1337347	10/01/2013 - 09/30/2018 09/30/2017 - 09/30/2018	\$ 790,000.00	\$ 224,748.60	\$(51,568.25)	\$ 173,180.35	\$(4,537.95)

American Indian Higher Education Consortium										
Grants and Contracts										
Cost Code:	Grant Name	Funding Type	Title/Purpose	CFDA Number Grant Number	Grant Period Budget Period	Award Amount	Awarded Current Grant Year(Budget)	Current Year Disbursement / Expenditures (Actual)	Unexpended Balance	Indirect Expense/Credit
465	National Science Foundation	Federal	TCU STEM Student Success Collaborative (WIDER): Supports two cohorts of TCU faculty with incorporating problem-based learning activities into their STEM instruction.	47.076 DUE-1347778	09/15/2013 - 09/30/2018	\$ 749,977.00	\$ 281,319.36	\$ (31,901.53)	\$ 249,417.83	(2,839.86)
467	National Science Foundation	Federal	TCU Cyberinfrastructure initiative: A study of Tribal College and University Cyberinfrastructure and supported STEM program	NSF-47070	9/1/2017 - 08/31/2019	\$ 834,308.00	\$ 419,583.00	\$ (157,920.55)	\$ 261,662.45	(12,408.90)
498	Bureau of Indian Affairs	Federal	BIA Climate Change Adaption Tribal Liaison: will support one tribal science liaison in the Southwest Climate Science Center to address tribal climate change science needs.	A16AC00008	10/01/2016 - 09/30/2018	\$ 585,756.00	\$ 352,697.70	\$ (83,062.27)	\$ 269,635.43	(6,198.68)
665	Helmsley Foundation	Private	TCU Native Pathways to Student Success: AIHEC and Achieving the Dream (ATD) will address issues that small and very rural TCUs have identified as critical barriers to student retention and completion.	#2017PG-EDU005	08/01/2016-01/31/2019	\$ 304,060.00	\$ 149,646.30	\$ (129,240.70)	\$ 20,405.60	(7,392.97)
701	AIHEC AIMS Data Services (A*CF)	Private	AIHEC-AIMS	N/A	01/01/2018 - 12/31/2018	\$ 100,000.00	\$ 100,000.00	\$ (75,091.72)	\$ 24,908.28	-





## College Fund Report to AIHEC Summer 2018

### Executive Office

#### INDIGENOUS HIGHER EDUCATION: INSTITUTIONAL POLICY AND LEADERSHIP CREATING STUDENT ACCESS AND SUCCESS

##### Indigenous Higher Education Equity Initiative

*Outcome: Native students have the opportunity for post-secondary education in safe and welcoming environments. Indigenous people experience greater visibility and public knowledge about American Indians and Alaska Natives as a result of higher education's inclusive educational practices.*

*The Indigenous Higher Education Equity Initiative (IHEEI) is a Call to Action for higher education institutions:*

- Increase access and opportunities with higher education for Native students through investments
- Acknowledgement that institutions of higher education exist on tribal lands by recognizing tribal people and affirming their experiences on that land;
- Implementing training that helps students, faculty, and staff to recognize and address racism
- Teaching college personnel and students about indigenous culture, history, and inclusion including ensuring accurate curriculum has fair representations of Native people's history, accomplishments and contributions.
- Reporting on the status of Native American students at their institution by including their data in all institutional data points.
- Public disclosure of partnerships and collaborations with tribes and tribal organizations.

The American Indian College Fund is uniquely positioned to lead this initiative because we support Native students across the country in their path to post-secondary education and college completion. We have a broad network of Native higher education colleagues and organizations who share our commitment and will provide leadership and resources toward the work.

Providers of student support services for Native students are increasingly forced to confront negative climates and the challenging experiences of our students when they are trying to access higher education or even when they are thinking about college.

Tribal Colleges and Universities (TCUs) are skilled providers of Native higher education and are excellent informants and partners. This initiative also recognizes the many higher education institutions that are also engaged in strategies supporting indigenous student success and would willingly share their successes.

##### *Overview:*

Over a two-year period, the College Fund with co-hosts and sponsors will convene a series of events focused on building a common understanding of how to support Native student success and how to influence society to encourage both common understanding and increased opportunity for

post-secondary education. Target participation will be focused on leaders of post-secondary institutions, think tanks, Native organizations, and influential foundations.

An in-house organizing committee is facilitating the initiative and recommends membership for a broader coordinating committee as well as invitees. The first convening will be invitation only for the purpose of framing the initiative more fully, with later convenings including open registration with limits based on space capacities.

Co-hosts will be invited from among the many higher education institutions currently providing services and programs that support indigenous students.

Higher education participants, influencers, and thought leaders will be invited to both share practices and strategies and be participants in the development of recommendations.

Sponsors will include individuals as well as corporate partners and education and social justice funders to underwrite the costs of the convening, production of proceedings, and their dissemination. Research associated with the convening will also be supported and published.

*Proceedings of the convenings focused on findings and recommendations will be produced upon completion of the convenings.*

*Proceedings will be widely distributed to institutions and policy makers.*

Framing Convening: the first convening scheduled for August 2018 is an invitation only opportunity for participants to frame the conversation. This framing experience will affirm the outcomes, gain commitment from key leaders, identify complementary relationships and resources, and determine the structure of subsequent convening events and research.

Research: A survey of existing programs and summary data about Native student pathways and participation in higher education complements the convenings. The initiative will also support relevant best practice research.

For more information:

Cheryl Crazy Bull

President & CEO

[ccrazybull@collegefund.org](mailto:ccrazybull@collegefund.org)

Carrie Basgall

Executive Assistant

[cbasgall@collegefund.org](mailto:cbasgall@collegefund.org)

## **Student Success Services**

### **FULL CIRCLE SCHOLARSHIP PROGRAM**

Scholarships totaling over \$3.57 million were awarded to over 1,000 students for 2017-18. The 2018-19 Full Circle Scholarship application closed on May 31<sup>st</sup> and we have received a total of 5,519 applications. Readers are completing the process of scoring applications and new award selection will begin in July.

### **TCU SCHOLARSHIP PROGRAM**

TCU Scholarship Program funding for Spring 2018 totaling \$2,000,000 was sent to the tribal colleges. This is in addition to the \$2,000,000 sent for Fall 2017. The Fall 2018 TCU scholarship application will open on August 1<sup>st</sup>.

### **NATIVE PATHWAYS TO COLLEGE**

To date, the Native Pathways to College program helped over 1200 American Indian/Alaskan Native students with the college admissions process.

- The first year for the TCU transfer program resulted in a 72% success rate and a 68% retention rate for program participants.
- The first year for the high school college admissions program resulted in 75% of the students staying in-state and 48% of all program participants attending a tribal college.

The Native Pathways College Readiness Bridge Program is currently being implemented by Fort Peck Community College, Cankdeska Cikana Community College, Northwest Community College, and Iļisagvik College.

### **INTERNSHIPS/CAREER READINESS**

College Fund Connect, our mentoring platform, has 61 active mentors. We are working with the Native Pathways Transfer Student Program students to pilot the program. Our Routing Occupational and Academic Development (ROAD) Internship Program was activated, which creates a pool of students to connect with emerging corporate internship opportunities as they become available. We currently have approximately 80 applicants, with 32 applicants now referred to various internship opportunities.

Work is beginning with Northwest Indian College to develop a career readiness curriculum for First Year Experience students. Our work connecting Amazon with TCUs continues, with 13 program participants at Haskell Indian Nations University, Sitting Bull College, and Northwest Indian College. The Lannan Foundation funded eight Student Community Development Project grants. Discussions are underway with AT&T, CVS, US Bank, Academy Foundation, Federal Reserve Bank – Dallas, Native American Bank, Patagonia, and Management Leaders for Tomorrow about potential internship opportunities.

### **STUDENT AMBASSADOR PROGRAM**

Ambassador applications are currently being accepted for the 2018-19 school year cohort. We are looking for approximately ten new Ambassadors.

### **STUDENT SUCCESS INITIATIVES**

In support of our efforts to raise student awareness of our scholarships and other resources, we introduced a new Think Indian theme. The campaign's assets are available to all tribal colleges to use in enrollment recruitment efforts.

A luncheon for tribal college LGBTQA+ students and allies was hosted by the College Fund during the AIHEC student conference to explore ways to provide additional resources to support these students. Four tribal colleges received funding for LGBTQA+ awareness activities this spring.

## Research and Sponsored Programs

The Office of Research and Sponsored Programs (ORSP) administers 16 sponsored programs and research inquiries. To learn more about the College Fund's Program Initiatives, visit the Research and Programs website at: <https://collegefund.org/research-and-programs/>

- Capital, Energy and Native Arts Infrastructure
- TCU Early Childhood Education Initiatives
- Environmental Sustainability
- Indigenous Visionaries Native Women's Leadership
- Native Arts and Culture

### **MELLON MASTERS FELLOWS — Andrew W. Mellon Foundation**

The Mellon Master's Fellowship is a five-year grant (\$503,000) to provide twenty fellowships to tribal college faculty or staff to earn a master's degree while continuing to work at their TCUs. To date, sixteen fellows completed their degrees. This year, \$50,000 was awarded in faculty fellowships, and in total, \$390,000 was awarded in faculty fellowships.

### **MELLON CAREER ENHANCEMENT FELLOWS — Andrew W. Mellon Foundation**

The Mellon Career Enhancement Fellowship is a three-year grant (\$500,000) to continue administration of fellowships to TCU faculty to complete terminal degrees. This year, five fellows have successfully defended their dissertations and graduated. In total, 32 of the 40 Mellon fellows have completed their terminal degrees.

### **NYSWANDER-MANSON AND BLANCHARD FACULTY FELLOWSHIP**

Faculty Fellowships are one-time grants awarded to TCU faculty members who are working on their doctorate degrees or terminal Master's Degrees. The College Fund received three applications and awarded a total of \$11,250 to the three fellows.

### **TELLING OUR STORY: TCU RETURN ON INVESTMENT STUDIES — Strada Education Network**

The five North Dakota tribal colleges comprising the North Dakota Association of Tribal Colleges are participants in a two-year \$600,000 grant. The grant provides support to the TCUs to conduct alumni studies. Resultant outreach efforts will allow ND TCU alumni to participate in the national Gallup-Purdue Index study which focuses on the economic and social well-being of college graduates.

### **DOLLAR GENERAL LITERACY PROGRAM — Dollar General**

The College Fund is preparing to launch renewal grants for the Dollar General Literacy Program. The grants support tribal colleges located within the Dollar General footprint with grants of up to \$56,000. The College Fund will announce new grantees in July 2018.

### **FOR THE WISDOM OF THE CHILDREN: STRENGTHENING THE TEACHER OF COLOR PIPELINE — W. K. Kellogg Foundation**

In April 2018, the College Fund was awarded \$1.5 million from the W. K. Kellogg Foundation to support a new early childhood and STEM initiative called, *For the Wisdom of the Children: Strengthening the Teacher of Color Pipeline*. The *For the Wisdom of the Children* ECE STEM Initiative is a two year grant program seeking to increase Native teachers entering and staying in the early childhood profession. New TCU grantees will launch community-based ECE STEM programming in July 2018.

## **RESTORATIVE OF NATIVE ARS AND CULTURE – MARGARET A. CARGILL PHILANTHROPIES**

The College Fund is conducting a brief survey to understand TCU needs in the areas of Native arts programming. Over the next year July 2018 to June 2019, the College Fund's Native Arts Program Officer may be reaching out to learn from TCUs to inform expansion of this program area. Currently Native Arts grants are awarded to TCUs in the upper Midwest – expansion may include TCUs outside the Midwest.

## **Public Education**

### **WEBSITE UPDATES**

This past quarter the College Fund is examining ways to make the web site more stable and engaged in work that looks at the architecture for the web site to ensure the success of build-out projects planned for 2018-19, including a new media kit site, additions to the donor journey and student stories, and different donation pages for different campaigns.

We continue to add content to the [free online research repository](#) that is open to the public to provide researchers and the general public access to the research the College Fund and others to support AI/AN student success. This valuable resource includes literature reviews, annotated bibliographies, and fact sheets on selected topics about TCUS and Native American higher education. It also provides access to dissertations produced by faculty fellows supported by our [Mellon Career Enhancement Fellowship](#) program; historical documents the College Fund produced over the years; and links to white papers and research that are pertinent to the AI/AN higher education community and student success. Please check out its offerings and contact the College Fund to add a research document that you or your institution has completed. We welcome your contributions.

### **BLOGS**

We continue to publish the four separate blogs housed on the College Fund's web site, each serving a different audience and with messaging geared for that audience.

The College Fund blog is geared for donors; the President's blog's intended audience is donors and people interested in the workings of Native higher education and issues facing students, faculty, and staff; the Office of Research and Sponsored Programs blog is geared for faculty and staff at tribal colleges and universities that are engaged in research or participating in a variety of TCU programs sponsored by the College Fund; and the Student Success Services blog's intended audience is students and alumni who are current or former scholarship recipients.

All four blogs are located on the home page of the current College Fund web site and can also be found directly at [collegefund.org/blog](http://collegefund.org/blog). Blogs are promoted on social media and are also used as tools to share with journalists in pitching story ideas. We welcome guest bloggers to share their work in Indian education. Please contact Dina Horwedel at [dhorwedel@collegefund.org](mailto:dhorwedel@collegefund.org) or at 303-430-5350 to share your idea about education, a particular area of research, or social and political issues concerning Native student success and equity in higher education.

## **PUBLIC RELATIONS**

Our public relations goal is to create awareness of the College Fund, the TCUs, and the students we serve, while also placing the College Fund as a national expert in American Indian education. We define a national expert as an organization that is invited to participate in setting educational policy; being at the forefront of developing best practices in educational programming; and advising highest net worth entities in developing or funding educational programming.

This past year the College Fund looked at issues developing in the news impacting Native American higher education and student success and inserted itself into the conversation, both as a participant and as a leader., through media and educational speaking opportunities.

Stories included: the opium crisis in America and its impact on our students and communities, the need for culturally competent health care workers in tribal communities, and the TCU role in growing this cadre of professionals; the release of the new Jim Thorpe silver dollar and Native achievers as role models; a TCU alum's art show about missing and murdered Indigenous women, and the importance of making all campuses welcoming to Native students in the wake of the Colorado State University incident.

The College Fund pursued and received national publicity on the CSU incident, including placement of an opinion piece in the *The Chronicle of Higher Education*; a feature story in *Diverse Issues in Higher Education* magazine, a student-written op-ed piece for *Student Nation*, an article in Denver-based *Westword*, a quote by Cheryl Crazy Bull on Denver 7 NBC in Denver the night of the incident, a feature story in *Diverse Issues in Higher Education Magazine*, and stories in local newspapers including *The Coloradan* (Ft. Collins) and *The Denver Post*. Cheryl Crazy Bull was also interviewed on Colorado Public Radio, which led to a query by PBS. She also appeared on *Native America Calling*.

The story momentum continues. We are in conversations with New York Times western region reporter Jack Healy, who we are working with to research the challenges Native students face along the way to college and how to overcome them. Do not hesitate to contact PE with information that you may wish to share about a student that has overcome obstacles to succeed, programs that are having a positive impact in your communities or at your TCUs, etc.

The public education team continued its work with Cheryl Crazy Bull and the College Fund staff to define speaking and publishing opportunities to showcase the American Indian College Fund's expertise and place it as a national expert.

## **ADVOCACY WORK**

The College Fund continues to look for ways to link current events to the work we do through blogs/public relations/social media, and to our advocacy outreach work. We are working to build out our advocacy work in the coming year. Learn more about the issues and sign up to make your voice heard at <http://collegefund.org/be-an-advocate/>. Please also share widely with your students and communities.

## 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 January 2018, 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 January 2020.
- 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.

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



**REPORT TO THE AIHEC BOARD OF DIRECTORS**

**June 7, 2018**

**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 FALCON 2018 Conference is scheduled for November 2-5, 2018, in Minneapolis, Minnesota. The conference will include student and faculty presentations, training, and USDA NIFA sessions. Registration will open this summer.

**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's website is intended for the general public and interested parties, at: <https://www.falcontribalcollege.org>. FALCON also 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 2018 Spring meeting:

- FALCON is supporting one 1994 representative (Dinè College) attending the premier land-grant leadership development program (LEAD21) 2018/2019 class with a \$5,000 scholarship.



- FALCON continues to coordinate a 1994 water working group to plan for a collaborative initiative around water education, research and outreach. A 1862/1994 water collaboration conference is planned for August 15-17, 2018, at the College of Menominee Nation.
- 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](mailto:latonna@lbhc.edu), or John Phillips, FALCON Executive Director, at [jphillips@aihec.org](mailto:jphillips@aihec.org), (706)310-4199.*

**Tribal College and University Library Association (TCULA)**  
**Report to the AIHEC Board**  
**Summer 2018**

**Arizona:**

**Diné College, Kinyaa'áni Library, Tsaile, AZ**

In January, Rhiannon "Anna" Sorrell, instruction and digital services librarian, was chosen for the 2018 cohort of the American Library Association's Emerging Leaders Program. Her group project involves updating and digitizing the Tribal Libraries, Museums, and Archives Directory for the American Indian Library Association. She also was elected vice president of the Tribal College and University Library Association. She will assume the role of President in 2019.

Diné College marks its 50<sup>th</sup> anniversary in 2018, and the library has been participating in the celebratory events that are marking this occasion, which began a movement that has brought tribal colleges to where they are today.

The library will welcome a new systems librarian as soon as housing is available.

**Kansas:**

**Haskell Indian Nations University, Lawrence, KS**

The Academic Support Center (ASC) supports student learning through growing partnerships with the University of Kansas, Northeast Kansas Library System, Kansas Public Library, and the Tribal College Librarians. The ASC's acting director, ADA coordinator, two technicians, two volunteer catalogers, and two student workers serve Haskell students 53 hours/week, provide 24 hour access to databases, and reference services by text and most social media platforms. Access hours were reduced based on last year's low summer door counts found on Sunday mornings in June.

Information literacy instruction between Haskell and the University of Kansas was streamlined and paralleled with the Haskell Environmental Research Studies (HERS), a summer research internship by team teaching of library resources, data management, and Zotero. A research guide pamphlet was cohesively built containing all the instructional notes of five librarians. The HERS LibGuide was developed with both Haskell and KU sources linking the catalogs and resources with the program mentors. This will revamp all other instructional sessions using shared vocabularies and resources. Other instructional sessions from the Haskell summer coursework include art class, sports management, and Humanities Summer Bridge Program with daily library sessions.

Summer student programming will feature the HERS poster presentations and the Bridge finale with writers, Linda Rodriguez and Diane Glancy. Summer student worker enrichment will include library and repository tours with Spencer Research Library, the National Archives, NARA, and the Nelson-Atkins Museum of Art Library. Haskell Library hosted library tours for the staff of KU Libraries and Lawrence Public Library along with 30 prospective students and student groups. One library technician is training with Lean Six Sigma. The librarian trained on federal Contracts Officer Representative training. The librarian is also training with coding interviews by the ITHAKA s + r division throughout this month with the KU partnership. Another project explores solidifying the Haskell/KU Library partnership through programming and signage for a presentation at JCLC in September.

The ASC unpacked the National Library of Medicine's traveling exhibit as we finalize the programming paperwork from the invitational guests and ALA. Assisted Living Services of Topeka and our ADA coordinator are exploring a grant to implement creative services by creating new innovative best practices for our unique tribal people or implementing other creative works. We will be working with KU Indigenous studies graduate students on instructional programming in the fall with research success sessions.

Collection development is happening based upon our five-month inventory project, purchasing is focusing on buying from Native publishers and tribes. We will purchase from Chickasaw Publishing, Native Realities, and Wacky Productions for support items to support our Native publishers. We could use some additional sources of Native publishers. A grant of \$10,000 in outdoor furniture will be placed in Wi-Fi areas in the newly opened south doors near the cafeteria. The library seeks to repair aging bathroom commodes and the settling of the building by four inches, replace the water fountains, and replace a failing HVAC compressor. Variances in temperature and humidity trouble patrons and threaten our precious materials.

### **Michigan:**

#### **Keweenaw Bay Ojibwa Community College, Baraga, MI**

Keweenaw Bay Ojibwa Community College sees approximately 260 patrons per semester. Students check out more material than faculty, a trend that has continued from fall 2017.

The border painting behind the circulation desk is completed. It was painted by Bryan Welsh, 2018 graduate, and includes an Ojibwa motif.

In April, six prison librarians from across the Upper Peninsula toured the library and college. KBOCC offers a criminal justice program. Three students completed the certification program this spring to become state of Michigan prison guards.

A modified Scrabble game was introduced in the library in the middle of April. Students, staff, and faculty choose letters to complete words in Ojibwa. This activity is help to bring more people into the library.

#### **Saginaw Chippewa Tribal College Library, Mount Pleasant, MI**

The Saginaw Chippewa Tribal College Library has steadily increased patronage and the number of students with library cards. As of the end of the 2018 spring semester, the library had 175 cardholders who checked out nearly 1,100 items during the fall semester.

The Tribal Library's IMLS Enhancement Grant: Bimaadiziwin – the Good Life, is in full swing, and we are cooperating with community partners to offer programs addressing topics related to traditional culture such as the importance of water and food sovereignty. As part of these programs, we provide culturally relevant, high-quality books to start or grow community members' home libraries. We are also enhancing the library's collections to more robustly support community members' needs and increase access to targeted, need-based collection areas. We look forward to several programs this summer including a NASA @ Your Library program in cooperation with the Chippewa River District Library System.

### **Minnesota:**

#### **White Earth Tribal and Community College, Mahnomen, MN**

The WETCC library added a small children's space and collection thanks to donations of new and gently-used books from several contributors. Although our library primarily caters to our college students, faculty, and staff, many have children or grandchildren who visit campus and are drawn to our beautiful library. The collection includes board books, easy-readers, picture, and chapter books to appeal to children of all ages.

Librarian, Tammi Jalowiec, along with White Earth Tribal Historic Preservation Officer and NAGPRA Representative, Jaime Arsenault, have received a scholarship to participate in the Tribal Digital Stewardship Cohort Program (TDSCP) at Washington State University's Center for Digital Scholarship and Curation. The year-long program is tailored to the needs of tribal institutions and emphasizes a holistic approach to stages of the digital stewardship lifecycle.

**Montana:**

**Aaniiih Nakoda College, Harlem, MT**

Information literacy instruction was provided to 13 ANC classes and reached 79 students. Thirty-eight students and six faculty participated in three Get It Write nights. The library is open for extra hours during the Get it Write nights to provide students with one-on-one time with faculty members toward the end of the semester.



In partnership with the Montana Job Service, the library hosted a Resume Building and Job Seeking Skills workshop with 22 students participating. Following requests from the community for basic computer skills workshops, the ANC IT Department and ANC Library initiated Tech Friday workshops for 25 people in eight topics. We again hosted the local VITA volunteers who provided free community tax assistance. The White Clay Immersion School continues to bring classes to the library each week for library activities and story time. We also continue to post a daily Word of the Day in Aaniiih and Nakoda on Facebook and Twitter, so please follow us!



We are coming up to the end of our two-year IMLS Enhancement Grant, providing the opportunity to bring STEM-related activities to Lodgepole, Hays, and the Agency. So far this year, we have served over 160 people at 18 events in the three communities. The library has

made monthly visits to remote communities, bringing the informal bookmobile (the librarian's car) and various STEM-related activities. Outreach activities included planting seeds for gardens, sewing aprons, and learning various fiber arts.

Beginning last fall, in partnership with the local IHS, Public Health, Diabetes Prevention, Blaine County Health Department, MSU Extension-Fort Belknap, and TANF, we presented nine monthly Health and Wellness events (heart, colon cancer, tobacco use prevention, etc.). As a result of the harsh winter, the health and wellness events were not quite as successful as anticipated, but they developed solid partnerships that will continue into the future. The library hosted our 11<sup>th</sup> annual Spring Break Activities, which included various speakers and crafts including crocheting, painting, beading, and preparing garden plans.





On January 31 at 4:30 a.m. we hosted a viewing party for the total lunar eclipse. Four individuals attended and had the opportunity to learn lunar facts and watch the eclipse until the view was obscured by clouds. When the clouds came, we had a balloon car racing contest and learned about alternate forms of power and energy.



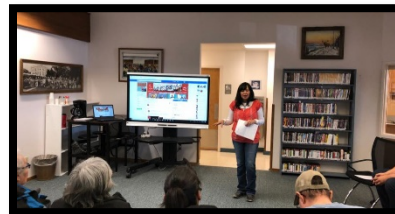
### Blackfeet Community College, Medicine Spring Library Report, Browning, MT

The library hired IMLS Enhancement Digitization grant staff. We hired Joe Rutherford as the Library Network Technician, as well as a spring semester student and elder intern to assist with metadata collection. We have also hired summer interns, an elder and a BCC student. We have digitized about 50 VHS and DVDs so far, and we have outsourced the digitization of 113 Beta tapes. Joe is taking a digitization e-course from the Northeast Document Conservation Center.



*Pet a Goat Day @ the Library.*

The library staff created and carried out several new programming ideas this spring. After the success of the Lego Robotics Club, we started a Library Club for Middle School students. This was not as popular but shows potential and is a favored program of the library director. Many large Library Club events were open to BCC students and the public and were very successful, including Family Game Night, Library Golf, and Family Painting Night. The library holds monthly open mic nights for community musicians. We held a month-long Brown Bag Lunch Lecture Series where we provided a sack lunch and a lecture on different local topics each week, such as updates on the Blackfeet Water Compact, substance abuse, Marketing Your Art, and ceremonial protocol. This series will likely be duplicated in the fall. During finals week, a library patron brought her two goats to the library for "Pet a Goat Day". Our annual art show was a great success. We added the lunch lecture and a quick draw contest during art show week, making this one of our best attended art shows!



*Brown Bag Lunch Lecture Series.*

Student initiatives, such as the new laptop checkout program, have been very successful. Students are in the library more as compared to last spring semester. This increase is attributed to the new furniture, as well as programming and increased library and information sessions on campus. After a faculty information session on the new e-books database, we have been invited to speak in more classes to help teach the students how to use library resources.

### Chief Dull Knife College, Woodenlegs Library, Lame Deer, MT



The library hosted an R-Rez-Reads book discussion in partnership with Wild Rose Center. Copies of Christine Carbo's *Mortal Fall* were generously provided with funding by Humanities Montana.

The library will host the Northern Cheyenne Boys & Girls Club this summer for a Book Club. There will be two sessions: the first for 5-8-year olds and the second for 9-12-year

olds. Classes will be one hour each over a three-week period. Attendees will learn basic library and literacy concepts and, hopefully, have some fun!

The library director presented at the annual Montana Library Association conference, including a panel discussion of tribal libraries and the unique opportunities and challenges they face as both community and college libraries. It was well attended and the audience was very interested in tribal libraries' dual roles.

#### **Fort Peck Community College, James E. Shanley Tribal Library, Poplar, MT**

JES Tribal Library was open 99 days during the spring. During those operational days, 13,756 items were checked out. That is an average of 139 items per day. The library has seen 114 new patrons sign up to use the library. About half of the new patrons are under the age of 18. The library added 295 new pieces of material. The library is a busy place with many community members using the library for internet access and to read local and regional newspapers. Our study rooms are in frequent use by students and community members. Our IMLS Enhancement Grant continues to be used for the purchase of new materials and digitizing VHS history tapes. The library is using the national program, Libraries Rock, to promote a summer reading schedule in July over four to six evenings. The program, designed for children, includes reading several books and participation in an activity that each child can take home. On average, 12 children complete the program, but each meeting varies.

#### **Little Big Horn College, Crow Agency, MT**

As part of the IMLS Digitization Grant, the Library Director evaluated the remaining Crow historical and cultural archival audiovisual recordings to determine which of those need to be digitized and which should go online. Especially important was the discovery of hundreds of tapes that did not fall into a "collection" but which are as important as the recordings in collections. The results produced a 36-page report which will serve as a guideline and inventory database to determine whether an item will be digitized or uploading to the Internet.

An archivist and the library director wrote an IMLS Native American Library Enhancement grant to continue the process of digitization and putting materials online. In addition, we will be sharing and "repatriating" the vast store of Crow cultural audiovisual resources of the LBHC Archives to and by connecting with the schools and people of the two most isolated districts on the reservation, Arrow Creek/Pryor and Wyola, with the idea that this is a pilot project. If successful, the work will expand to all six reservation districts. Work stations will be placed in their school libraries which then can make the resources available to community members online as well as gratis copies on disc or USB, particularly for those without internet access or computers at home. In addition, virtual exhibits and oral history transcripts of selected resources will be created and made available online, featuring some of the more significant cultural materials. Training on the content and searching of the collections will occur during the summers with school librarians and teachers as well as with community and cultural leaders to extend the impact of this project within their home communities.

This proposal will also be submitted to the National Endowment for the Humanities (NEH) under their Humanities Collections and Reference Resources program as well as the National Historical Publications and Records Commission (NHPRC) Public Engagement with Historical Records program. There will be additional components focused on working with community and cultural leaders in a circle of reciprocal flow, routing these materials to the districts and from tribal members who hold significant private collections of cultural materials in the districts back to the LBHC Archives, thus making the Archives more community-based and community-focused.

The library director continued to work on other projects to assist in the development of other TCU libraries. This includes working with Christopher Cardozo on the gifting of the Edward S. Curtis 20-volume set *The North American Indian* to various TCU libraries/archives in the upper Midwest. A proposal just went in to the Cargil Foundation out of Minnesota whose service area is the upper Midwest. The library director has continued to advise benefactor Richard Gruber on his wish to donate \$2 million for the construction or renovation of a tribal library and/or archives. Mr. Gruber came to TCLI and made a presentation on the project and invited the libraries to apply by August 15<sup>th</sup>.

The library has commenced its annual summer children's reading program. Fifteen children aged 7 to 12 have enrolled. Story and reading themes continue to be Crow and Native American. The children will each be given copies of the books used for the programs to take home, and they will do arts and crafts such as dream catchers and dolls with elk tooth dresses.

Since February 2018, the LBHC Archives has continued with two primary areas of focus. First, we continued to work on the IMLS-funded project Digitizing Crow Oral History: Preservation, Perpetuation, and Access. This expansive project entails digitizing most of the Archives' video and audio holdings and ultimately placing them on the Internet. The Archives Audiovisual Technician digitized approximately five hundred audio and video tapes and began placing these materials online. The Archivist wrote several finding aids and collection records for the digitized materials to aid patrons in locating specific items among these holdings. Second, the Archivist finished processing most of a donation from Stuart W. Conner. Conner amassed a great deal of archaeological, historical, and cultural documents during an almost sixty-year period from 1961 to the present. While Conner's papers include an amazing amount of resources regarding the Crow people, they also include a wide array of archaeological, historical, and cultural research that focuses on Montana and surrounding states and Canadian provinces. Currently, the Archivist has processed thirty-nine feet of the collection and written a good portion of the finding aid.

### **Salish Kootenai College, D'Arcy McNickle Library, Pablo, Montana**

The SKC D'Arcy McNickle Library had another busy spring with over 10,000 visitors and 1,900 items circulated. During this period, the library provided 33 outreach events including research workshops for students, community workshops on the use of our automated online resource, story time "Kidz Club" programs, and visits to local Head Start Programs and elementary schools. This spring the library received an upgrade to the building. Decorative river stone siding and increased canopy coverage with picnic tables has increased the exterior ambiance of the library. The library's focus over the summer will include summer reading programs, weeding, collection development, collection inventory, and learning more about our new ExLibris Alma ILS.

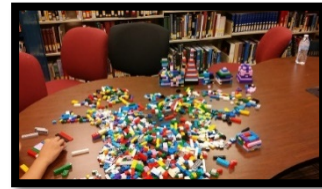


### **The Stone Child College, Box Elder, MT**

The Stone Child College Library (SCCL) staff has worked extensively on programming and created four community events: Graphic Novel Night, Dream Catcher Night, Game Night, and Block Party (Legos, building blocks, etc.). These four events brought 227 people into the library, though the Dream Catcher Night and our annual Game Night were most popular. SCCL partnered with the Kadene Drummer's Parent Partnership class for Game Night. Upcoming community events include Cultural Arts and Crafts, Open Mic Night, Yarn Crafts Night and Coloring Night.



Library staff have removed 500 books from different collections in the library; 353 of those books were removed from the children's collection and will be donated to the SCC Daycare. Material references that were removed were given to faculty and staff members. The children and young adult area has been completely rearranged to make more room in the area for books and materials, as well as for events. The library also rearranged the reference/conference room.



As part of the IMLS Enhancement grant the library staff has been working on collection development. Books have been added to the following collections: reference, Chippewa-Cree archive, children, young adult, and the general stacks. In total, the library has added over 200 books to the various collections.



A library employee created study guides for the AIHEC Knowledge Bowl competition held during the 2018 AIHEC Student Conference in Bismarck, North Dakota. The library staff have attended various training programs at SCC, including first aid and part two of a three-part course pertaining to historical trauma with Dr. Nia Allery. One library employee attended a workshop regarding grant writing and financial management.

The library has created signage for various departments around the college; created educational materials such as worksheets, flashcards, answer keys, and lesson plans for Cree language classes; and developed workshops taught by library staff. Several library staff have also work on corrections for a Cree language app that is in development.

The library staff is preparing for upcoming programming and has four community events to complete before the IMLS Enhancement grant ends in September. The library staff is preparing for our annual summer reading program that takes place in July. This year's program is entitled Libraries Rock!! and will focus on music. The library has hired Tesla Belcourt as the summer reading teacher and has purchased 41 books for the program. The library is partnering with Tara Top Sky and the Summer Youth Program to create and lead programs for high school aged students. The library is also working with Blue Belcourt and the Rocky Boy Health Clinic and White Sky Hope to do a dream catcher event in August for their wellness camp in the Bear Paw Mountains.

### New Mexico:

#### **Institute of American Indian Arts, Santa Fe, NM**

The library is wrapping up the Will Eisner Grant for Graphic Novels. The grant provided much needed funding to the library for expanding the library's graphic novel collection. The grant also funded a contest that concluded in May. Five students submitted seven graphic novels to the contest. The top three prizes were artist tables at Indigenous Comic Con and gift certificates for art supplies.

The archives acquired the paper of Seymour Tubis, artist and IAIA faculty member (1963-1981). The collection was donated by his daughter. Tubis established IAIA's printmaking department. The collection is



seven cubic feet of correspondence, catalogs, event flyers, photographs, and slides that document his career. The library purchased a new range of shelving. The entire library collection is being shifted this summer, specifically to make room for the growing collection of art books. The IAIA library has an open position and is searching for a librarian to work as a cataloger and a reference librarian.

**North Dakota:**

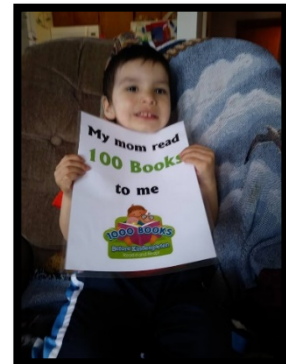
**Cankdeska Cikana Community College, Valerie Merrick Memorial Library, Fort Totten, ND**

The library is continuously adding and updating the collection with books, e-books, DVDs, and reference materials for students and young adult books.

Valerie Merrick Library and CCCC Nutrition Program collaborate monthly to inform and expand on the health education efforts that include topics on cancer prevention and education, mental health, nutrition, and positive health practices. We feel this will promote lifelong healthy lifestyle practices for our Spirit Lake Tribal community.

We recently completed our last Dakota Culture Night class for the school year. During these events, the community can come together to share stories, Dakota language, make star quilts and ribbon skirts.

We are currently working the 1,000 Books Before Kindergarten Program. This program helps families become more involved with reading to their children. Thirty-three families have signed up. A program goal is for families to establish small libraries in their own homes. The library helps facilitate this by supplying books and providing support and encouragement to the families. Since the start of the program, there has been a noted increase in children's books checked out at the library. Three children have already completed the "100 books read to me" milestone!



This summer, the library is focused on the annual Summer Reading Program, library book club, Nintendo Wii competitions to encourage children to exercise, and Literacy Academy. With the increase of children coming through our doors now that school is out, we have collaborated with the local programs to promote healthy living, reading, and cultural activities.

**Turtle Mountain Community College, Belcourt, ND**

The Turtle Mountain Community College library has 5,070 active patrons with total circulation at 1,481 from February 2018 to June 2018. The library is working with Makoche Studios out of Bismarck to transfer several reel-to-reels. The library expects to complete this part of our IMLS Enhancement grant project by the end of the summer.

TMCC library has created an assessment plan. TMCC has been conducting institutional assessment for a few years and is now in the non-academic phase of assessment (which includes the library). This has been a great way for the library to create long-term goals with specific outcomes. This has also offered us the opportunity to update our library policies and long-range goals.

We are also finishing up our IMLS Basic grant, which provides for updated patron materials.

### **United Tribes Technical College, Bismarck, ND**

UTTC Library was excited to be a recipient of a \$1,000 American Indian College Fund digital library enhancement award. The funds were used to pay for two Native American database annual subscriptions. This award helps with the enhancement of the library's databases used by students and staff.

The UTTC librarian helped prepare for the AIHEC annual conference Student Knowledge Bowl held in Bismarck in March. She wrote questions used during the games and volunteered with the Knowledge Bowl Tournament. The UTTC librarian attends the CDLN library directors monthly meetings to discuss issues about the library software.

Information literacy classes were offered to many of the classes during the spring semester. The librarian was chair of the UTTC graduation committee. The library will be open two days a week during summer semester.

### **Oklahoma:**

#### **College of the Muscogee Nation, Okmulgee, OK**

The CMN library added 205 items to its collection during the spring 2018 term, and 844 items were circulated. The library continues to offer information literacy workshops. The library provided ten workshops during the trimester; the librarian also does one-on-one workshops on an almost daily basis. The laptop program continues to be a highlight of the library. Students rely on the laptops to stay caught up with schoolwork. The students seem to appreciate the ever-expanding DVD selections, as well as our popular fiction collection. The library is in the beginning stages of a significant inventory and weeding project.

Due to the generosity of the American Indian College Fund's (A\*CF) \$1,000 Digital Library Enhancement Initiative, the library was able to secure the American Indian Experience and American Indian History Online databases for an additional year. The library added several Indigenous documentaries with the remaining funds of the A\*CF Digital Library Enhancement Initiative. In addition, Dr. James Treat, a Muscogee citizen and associate professor at the University of Illinois at Champaign-Urbana, donated a significant amount of his personal library to CMN.

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. With the help of her co-chair, Dr. Helen Clements, Karen planned and executed a full-day pre-conference event on grant writing, a session on seed libraries, a session on sustaining Indigenous languages, and a business meeting for TLC at the OLA annual conference in April 2018. All TLC events and sessions were well attended and feedback was very good.

The librarian will begin participating digitally in the newly developed OLA Small Libraries Roundtable to bring further attention to Oklahoma's Tribal libraries. Mrs. Haught participated in the Tribal College and University Libraries Professional Development Institute held during the first week of June.

### **South Dakota:**

#### **Oglala Lakota College, Academic/Public Library & Archives, Kyle, SD**

We had a wonderful year, 43 information literacy sessions were provided to OLC students, staff, and faculty this year with 12 of our classes taught through the archives. **Tawa Ducheneaux** coauthored an article published in *Library Management*, available through the Emerald Database. The document highlights the value and services of Oglala Lakota College's Woksape Tipi Library. The paper asserts through information

visualization that our library provides services on par with Siouxland Libraries, the largest urban library with the same number of branches as Woksape Tipi. Use this link to access the article <http://dx.doi.org/10.1108/LM-09-2016-0071>. She also received the OLC President's Award for AY 2017-18.

The National Endowment for the Humanities selected the OLC Archives collection for their 50 States of Preservation Series focusing on small to mid-sized collections across the US. One collection per state was featured which led to an article write-up in the American Libraries magazine about Woksape Tipi's work as a decentralized institution with 13 total libraries and rural challenges and innovations for providing services to students, community, and external research interests.

KOTA Local Rapid City news station aired a segment of the Archives program. Use this link to access the segment: <http://www.kotatv.com/content/news/Oglala-Lakota-College-archives-honored-466677833.html>. The American Indian College Fund awarded Woksape Tipi's archives with a grant to further basic conservation and preservation care to the collections under the Traditional Native Arts and Energy/Water Efficiency Infrastructure Program. This project enabled the archives to strengthen and expand traditional arts exposure to students with display cases, storage cabinets, and supplies as well as a conservator to provide training specific to the collection care needs of the collections at OLC.

### **Wisconsin:**

#### **Lac Courte Oreilles Ojibwa Community College, Hayward, Wisconsin**

The Lac Courte Oreilles (LCO) Ojibwa College Library has been working to complete the activities of its two-year IMLS Enhancement project. The project's focus is Wisconsin Act 31 requiring the teaching of Native topics in all Wisconsin public schools. Applicable resource lists have been developed, and area librarians were asked to select materials from the lists for their collections. The selected materials were purchased; curriculum kits and pathfinders are being developed; and cultural programming for educators and students has been offered. The final program will be held in September and will feature the Wisconsin Department of Public Instruction Educational Consultant for American Indian Studies, community speakers and cultural activities. This summer a resource manual will be developed featuring selected materials and providing information on the 12 tribes of Wisconsin, Act 31, and evaluation of Native materials.

Convening Great Lakes Culture Keepers had their last gathering, but members of the group are still working together on their own. The LCO library director and two other members set up an ACT 31 exhibit at the WEMTA (Wisconsin Educational Media & Technology Association) Conference in Wisconsin Dells. Staff and library students from UW-Madison iSchool met with other members of the group at the now-closed Bad River Library and spent two days weeding and organizing the collection in the hopes that the library will be able to re-open in the near future. Another member of the group plans to help at the LCO Library for two weeks during the summer.

The Wisconsin READS program was a great success with about 180 participants. LCO co-sponsored the final gathering of the event which featured Louise Erdrich, her sister poet and author, Heidi Erdrich, along with Wisconsin poets Kim Blaeser, Roberta Hill, and William Bearheart. The event featured a special meal of "Boss" foods including venison stew and wild rice. The library will again feature its annual summer library program in August. The national Collaborative Summer Library Program theme is always used as a base but cultural activities are incorporated into the event. This year's theme, Libraries Rock!, focuses on music.

FISCAL YEAR 2019 INTERIOR APPROPRIATIONS REQUESTS  
TRIBAL COLLEGES AND UNIVERSITIES



**Appropriations Bill: INTERIOR**

Agency: Bureau of Indian Education

AUTHORIZATION/TCU PROGRAM	FY 2018 ENACTED	FY 2019 BUDGET REQUEST	FY 2019 HOUSE REPORT	FY 2019 SENATE REPORT	FY 2019 AIHEC REQUEST
<b>Tribally Controlled Colleges and Universities Assistance Act [25 USC 1801 et seq.]</b>					
Title I, II, III and contracts (28 TCUs)	\$69,793,000	\$65,664,000	\$72,793,000	\$69,793,000	\$81,696,000 Fully fund at \$8K/ISC (Title I) \$17M (Title II) \$109K (Title III) TA: \$701,000
Title V (Tribal career/technical institutions)	\$7,505,000	\$6,464,000	\$7,855,000	\$7,505,000	\$10,000,000
TCU Infrastructure Improvement (25 USC 1813)					\$31,000,000
<b>American Indian, Alaska Native, and Native Hawaiian Culture and Art Development Act [20 USC 4411]</b>					
Institute of American Indian Arts w/Center for Lifelong Education & Museum	\$9,835,000	\$9,960,000	\$9,960,000	\$9,960,000	\$9,960,000
Haskell Indian Nations University and Southwestern Indian Polytechnic Institute	\$39,398,000 (Includes forward funding)	\$19,376,000	\$24,361,000	\$22,694,000	\$25,000,000

**Honor Sovereignty:** TCUs are chartered by their respective American Indian tribes, which hold a long-established special legal relationship with the U.S. federal government, actualized by more than 400 treaties, several Supreme Court decisions, Congressional action, and the ceding of more than one billion acres of land to the U.S. Despite the trust responsibility and treaty obligations, TCUs' primary source of operating funds has never been fully funded. The funding plan we have set forth in this document would achieve that goal for the first time in the 40 year history of the TCU Act.

**TCU Infrastructure Improvement:** We urge Congress to fund section 113 (USC 1813) of the TCU Act and establish a new infrastructure development program for Tribal Colleges. A key part of the mission of TCUs is to prepare AI/ANs, and other rural community members to be self-sufficient members of the nation's workforce. For TCUs to realize this goal, they must have the facilities necessary to education and train students for 21<sup>st</sup> century jobs. A TCU needs assessment revealed a need of \$120 million to address current TCU shovel-ready projects and facilities rehabilitation.

**Engaged Institutions:** TCUs are primary job creators in reservation communities that suffer some of the highest unemployment rates in the nation. TCUs offer high quality, culturally relevant postsecondary opportunities, and they uniquely fulfill broader, essential roles within their communities: they are community centers, public libraries, tribal archives, career and business centers, economic development centers, Native language hubs, research centers, and child care centers. Each TCU is committed to improving the lives of its students through higher education and to moving American Indians toward self-sufficiency.

**Chronic Underfunding:** Most TCUs are receiving **\$7,285/ISC** for academic year 2017–18, still short of the Congressionally authorized enrollment driven funding level for basic institutional operations. It has taken over 40 years to come within reach of achieving the authorized funding level of \$8000/ISC. We ask Congress to take the last step and fully fund these very deserving—and historically underfunded—*TRIBAL* institutions of higher education.

**Appropriations Bill: AGRICULTURE**

Agency: NIFA and Rural Development

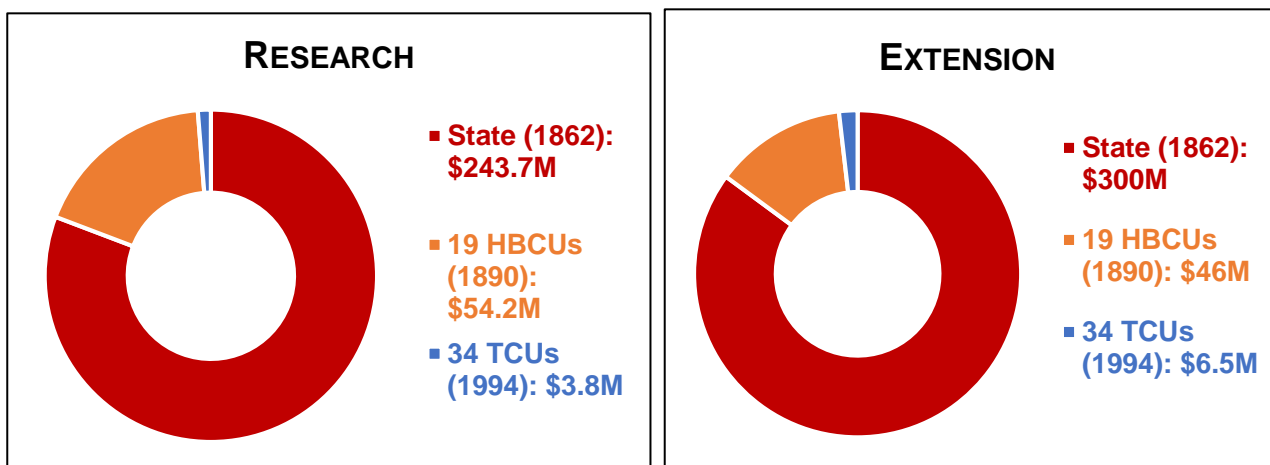
AUTHORIZATION/TCU PROGRAM	FY 2018 ENACTED	FY 2019 BUDGET REQUEST	FY 2019 HOUSE REPORT	FY 2019 SENATE REPORT	FY 2019 AIHEC REQUEST
<b>Equity in Educational Land Grant Status Act [7 USC 301 note]</b>					
1994 Institutions Extension Program (NIFA)	\$6,446,000	\$4,416,000	\$6,446,000	\$6,446,000	\$9,000,000
1994 Institutions Research Program (NIFA)	\$3,801,000	\$1,789,000	\$3,801,000	\$3,801,000	\$5,800,000
1994 Institutions Equity Payment (NIFA)	\$3,439,000	\$3,416,000	\$3,439,000	\$3,439,000	\$4,000,000
Native American Endowment Payment (NIFA)	\$11,880,000	\$11,857,000	\$11,880,000	\$11,880,000	\$15,000,000 corpus payment only annual interest yield is scored (FY 2017 interest = \$4.8M)
<b>Consolidated Farm &amp; Rural Development Act [7 USC 1926(a)]</b>					
TCU Essential Community Facilities	\$4,000,000	0	\$4,000,00	\$4,000,000	\$8,000,000

**In Comparison**

**Research:** In FY 2018, the 1862 land-grants (state) research program (Hatch Act) received \$243.7M; research at the 1890s (19 HBCUs) received \$54.2M; and the research grants for 1994s (34 TCUs) received \$3.8M.

**Extension:** In FY 2018, Congress appropriated \$483M for extension activities. The 1862s (state) received \$300M in *formula* driven extension funds; 1890s (19 HBCUs) received \$46M, *also formula driven*; and 1994s (34 TCUs) received \$6.45M for competitively awarded grants.

Additionally, the **1994 land-grants** are the only federal land-grant institutions that are barred from competing for over \$85.5M in Smith-Lever 3(d) grant funds, including FRTEP and the Children, Youth, Families at Risk program (CYFAR).



These stark inequities cannot be justified or allowed to continue. The first Americans, last to join the nation's land-grant family, deserve parity.

U.S. Departments of Education (OPE/OCTAE) and Health and Human Services (ACF-Head Start)

AUTHORIZATION/TCU PROGRAM	FY 2018 ENACTED	FY 2019 BUDGET REQUEST	FY 2019 HOUSE	FY 2019 SENATE	FY 2019 AIHEC REQUEST
<b>Higher Education Act [20 USC 1059c] (OPE)</b>					
TCU HEA Title III-A (§316) Parts A & F	\$31,539,000 (Part A)	\$27,599,000 (Part A)	Committee Mark-up Scheduled 6/26/18	Subcommittee & Full Committee Mark-up Scheduled 6/26/18	\$35,000,000 (Part A)
	\$28,200,000 (Part F)	\$30,000,000 (Part F)			\$30,000,000 (Part F)
<b>Carl Perkins Technical and Career Education Act [20 USC 2327] (OPE)</b>					
Tribal postsecondary career & technical institutions	\$9,469,000	\$8,286,000			\$10,000,000
<b>TRIBAL COLLEGES AND UNIVERSITIES HEAD START PARTNERSHIP PROGRAM</b>					
TCU Head Start Partnership Program (set-aside)	—				\$8,000,000 (from existing funds)

**TCU HEA-Title III:** \$30M is needed for the TCU Title III, Part A (discretionary) program in FY2019, along with the mandatory allocation for Part F. The Part F program—which makes up more than half of the TCU Title III program—is slated to end after FY2019 if Congress does not allocate new funding. Failure to fund the program would be devastating to TCUs, which by any definition truly are developing institutions. Despite serious resource challenges, TCUs provide high quality, culturally appropriate higher education opportunities to some of the most rural/isolated, impoverished, and historically underserved areas of the country. The goal of HEA Title III programs is "to improve the academic quality, institutional management and fiscal stability of eligible institutions, in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation." The TCU are employing these funds to address the critical, unmet needs of their students who are primarily American Indian/Alaska Native (AI/AN) to effectively prepare them to succeed in a globally competitive workforce.

**Tribally Controlled Career and Technical Institutions:** Carl D. Perkins Career and Technical Education Act (§117) provides a competitively awarded grant opportunity for tribally chartered and controlled career and technical institutions, which are providing vitally needed workforce development and job creation education and training programs to AI/ANs from tribes and communities with some of the highest unemployment rates in the nation.

**TCU-Head Start Partnership Program:** With the reauthorization of the Head Start Program in the mid-1990s, Congress mandated that by 2013, 50 percent of Head Start teachers nationwide must have at least a baccalaureate degree in Early Childhood Education and all teacher assistants must have a child development associate credential or be enrolled in an associate's degree program. Today, almost three-quarters of Head Start teachers nationwide hold the required bachelor's degree; but only 39 percent of Head Start teachers in Indian Country meet the requirement, and only 38 percent of workers meet the associate-level requirements. This disparity in preparation and teaching demands our attention: AI/AN children deserve—and desperately need—qualified teachers. TCUs are ideal catalysts for filling this gap, as demonstrated by the modest program conducted through a TCU-Head Start Program from 2000–2007, which helped TCUs build capacity in early childhood education by providing scholarships and stipends for Indian Head Start teachers and teacher's aides to enroll in TCU early childhood programs. Before the program ended in 2007 (ironically, the same year that Congress specifically authorized the program in the Head Start Act), TCUs had trained more than 400 Head Start workers and teachers, many of whom have since left for higher paying jobs in elementary schools.

**Appropriations Bill: ENERGY AND WATER DEVELOPMENT**

Department of Energy

Agency: National Nuclear Security Administration (NNSA)

AUTHORIZATION/TCU PROGRAM	FY 2018 ENACTED	FY 2019 BUDGET REQUEST	FY 2019 HOUSE REPORT	FY 2019 SENATE REPORT	FY 2019 AIHEC REQUEST
<b>DoE—National Nuclear Security Administration (NNSA) Minority Serving Institutions Partnership Program (MSIPP)</b>					
MSIPP Initiative (includes TCU program)	Total: \$19,832,000 TCU Grant: \$2M	Total: \$18,832,000 TCU Grant: \$1,267,657	\$20,000,000	\$20,000,000 (\$2,000,000 TCUs)	\$3,000,000 from existing funds
<p><b>Advanced Manufacturing Network Initiative:</b> Now in its third year, the AIHEC/TCU Advanced Manufacturing Network Initiative is an innovative advanced manufacturing training and education program involving five TCUs that prepares an American Indian advanced manufacturing workforce—through certificate and 4-year degree programs—and is creating reservation-based economic and employment opportunities through design, manufacture and marketing of high quality products in partnership, with tribes, major industry, and the National Laboratories. Full funding of the project will allow AIHEC to engage more TCUs as well as National Laboratory and industry partners, establishing a technically skilled workforce and manufacturing base in Indian Country prepared to support the engineering and technology needs of the nation.</p> <p><b>Report Language Request:</b> We request report language in the FY2019 Energy and Water Development, and Related Agencies, Appropriations bill designating \$3 million of the funds appropriated for the Department of Energy, National Nuclear Security Administration (NNSA) Minority Serving Institutions Partnership Program (MSIPP), specifically for the Tribal Colleges and Universities Initiative.</p>					

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

National Science Foundation

Directorate: Education and Human Resources (EHR)

AUTHORIZATION/TCU PROGRAM	FY 2018 ENACTED	FY 2019 BUDGET REQUEST	FY 2019 HOUSE REPORT	FY 2019 SENATE REPORT	FY 2019 AIHEC REQUEST
<b>NSF—Education and Human Resources (EHR)</b>					
NSF-TCUP	\$14,000,000	\$14,000,000	\$14,000,000	\$14,000,000	\$15,000,000
<p><b>Justification:</b> In FY2009, NSF awarded <b>\$4.2 billion</b> in science and engineering (SE) funding to the nation's institutions of higher education. <b>TCUs received \$10.5 million, or one-quarter of one percent</b> of this funding. Among MSIs, NSF awarded \$144.2 million in SE funding to 174 HBCUs and HSIs, averaging \$828,545/institution, while 29 TCUs received an average of \$362,000/institution. This disproportionate distribution trend has yet to be recognized and addressed. Since FY2001, modest funding has been allocated to the TCU initiative administered under the NSF-EHR. This competitive grants program enables TCUs to enhance the quality of their STEM instructional, research, and outreach programs. TCUs that have been awarded an NSF-TCUP grant are expected to complete a comprehensive program needs analysis and to develop a plan for addressing both their institutional and NSF goals, with a primary goal being significant and sustainable expansion and improvements to STEM programs. Through NSF-TCUP, tribal colleges have been able to establish and maintain programs that represent a key component of the career pipeline for the American Indian/Alaska Native STEM workforce.</p>					



United States Senate Committee on  
**INDIAN AFFAIRS**

## Hoeven, Udall Introduce Legislation to Support Native Farmers, Ranchers, and Communities

### Senators Lead Bipartisan Effort to Include Indian Country Priorities in Farm Bill

May 09, 2018

WASHINGTON – Senators John Hoeven (R-ND) and Tom Udall (D-NM), chairman and vice chairman of the Senate Committee on Indian Affairs, respectively, this week introduced bipartisan legislation to support tribal self-governance, agricultural production in Indian Country, and enhanced agribusiness and rural development opportunities for Native American farmers, ranchers, and communities. The Cultivating Resources, Opportunity, Prosperity and Sustainability (CROPS) for Indian Country Act (S. 2804) would authorize tribes to exercise greater self-governance for U.S. Department of Agriculture (USDA) programs, such as forestry and nutrition, and update several other key USDA authorizations to better serve Tribes.

“Food and agricultural production is a driving force for many rural tribal economies,” **said Hoeven**. “Our legislation supports the growing Native agribusiness industry by expanding resources for Indian Country’s producers, improving the partnership between USDA and Indian tribes, and enhancing tribal self-governance over forestry and nutrition programs. Tribal leaders know that local decision-making often produces the best results. This legislation will expand access to valuable USDA programs and enable tribes to more efficiently develop and manage these agricultural programs and services for their communities.”

“Once every five years, Congress sets the course for federal nutrition, agricultural, and conservation policies in the Farm Bill reauthorization. But for too long, Indian Country has been left out of this process. As the Vice Chairman of the Indian Affairs Committee, I strongly believe that decisions made by Tribes for Tribes produce the best outcomes for Native families – especially when it comes to issues of food, agriculture, and community development,” **Udall said**. “This bipartisan bill reflects Indian Country’s priorities, and is a step in the right direction toward more robust engagement with Tribes and Native stakeholders. Native Americans deserve a Farm Bill that will support Tribal families, farmers and ranchers, and opportunity across Indian Country.”

“We applaud Senators Hoeven and Udall for their proactive leadership in this reauthorization of the Farm Bill and for doing all that they can to ensure that Native people have the tools and resources needed to become significant contributors to the agricultural base of the nation and the world once again,” **said Carrie Billy, president and CEO of the American Indian Higher Education Consortium**. “As place-based institutions of higher education whose collective mission is to meet the needs of our Tribes and tribal communities – and most important, to preserve, strengthen, and sustain our tribal lands, languages, and cultures – Tribal Colleges are proud to be part of this nation’s Land-Grant family. Yet, TCUs face a great disparity in access to many of the resources available to other Land-Grant Institutions. The CROPS bill is a significant step on the road to parity. Again, we are grateful to Senators Hoeven and Udall for introducing the CROPS Act, and more important, for



recognizing the vast potential and opportunity for Indian Country that lies within a thoughtful reauthorization of the Farm Bill.”

Agriculture is among the largest economic development industries in Indian Country, providing nearly \$3.4 billion to the market. There are over 56,000 Native farmers and ranchers operating on 57 million acres of land.

The legislation would leverage resources, capitalize on agribusiness opportunities, and strengthen the relationship between tribes and USDA by:

- **Establishing a tribal self-determination demonstration project for food distribution and forest management activities under USDA.** The legislation would expand direct tribal access to \$145 million in USDA funds and allow tribal food programs to better serve the nearly 90,000 Native Americans who currently participate in these programs, including elders and youth. It would also empower Indian tribes with greater resources to combat forest fires and responsibly manage the 18 million acres of tribal forest lands in the United States.
- **Expanding resources, research opportunities and grant eligibility for tribal colleges and universities.** The senators’ legislation would enable the 36 tribal colleges and universities to access nearly \$11.3 million in USDA research and extension funding.
- **Providing greater certainty for the current Tribal Promise Zone designees, including the Turtle Mountain Band of Chippewa Indians and the Spirit Lake Tribe.** The legislation would ensure four Tribal Promise Zones continue to have access to resources and technical assistance from federal agency partners.
- **Establishing a permanent Tribal Advisory Committee on Agriculture and Ranching.** The advisory committee would provide the Secretary of Agriculture with diverse expertise relating to geographical, tribal and agricultural industry issues throughout USDA.

The legislation comes as Hoeven and Udall lead a bipartisan effort to include Indian Country’s priorities in the 2018 Farm Bill. In January, the committee convened an [oversight hearing](#) to identify opportunities for Indian agribusiness, followed by a [roundtable](#) to discuss how Congress and USDA can better support tribal traditional foods. The legislation reflects input received from the administration, tribal leaders, and tribal organizations.

-###-

Carrie L. Billy  
President & CEO

## MEMBERSHIP:

## ALASKA

Iñisaġvik College

## ARIZONA

Diné College  
San Carlos Apache College  
Tohono O'odham Community College

## CALIFORNIA

California Tribal College

## KANSAS

Haskell Indian Nations University

## MICHIGAN

Bay Mills Community College  
Keweenaw Bay Ojibwa Community College  
Saginaw Chippewa Tribal College

## MINNESOTA

Fond du Lac Tribal and Community College  
Leech Lake Tribal College  
Red Lake Nation College  
White Earth Tribal and Community College

## MONTANA

Aaniiih Nakoda College  
Blackfeet Community College  
Chief Dull Knife College  
Little Big Horn College  
Fort Peck Community College  
Salish Kootenai College  
Stone Child College

## NEBRASKA

Little Priest Tribal College  
Nebraska Indian Community College

## NEW MEXICO

Institute of American Indian Arts  
Navajo Technical College  
Southwestern Indian Polytechnic Institute

## NORTH DAKOTA

Cankdeska Cikana Community College  
Nueeta Hidatsa Sahnish College  
Sitting Bull College  
Turtle Mountain Community College  
United Tribes Technical College

## OKLAHOMA

College of the Muscogee Nation

## SOUTH DAKOTA

Oglala Lakota College  
Sinte Gleska University  
Sisseton Wahpeton College

## WASHINGTON

Northwest Indian College

## WISCONSIN

College of Menominee Nation  
Lac Courte Oreilles Ojibwa Community College

## WYOMING

Wind River Tribal College

June 11, 2018

The Honorable Pat Roberts  
Chair  
Committee on Agriculture  
U.S. Senate  
328A Russell Senate Office Building  
Washington, DC 20510

The Honorable Debbie Stabenow  
Ranking Member  
Committee on Agriculture  
U.S. Senate  
328A Russell Senate Office Building  
Washington, DC 20510

Dear Chairman Roberts and Ranking Member Stabenow,

On behalf of the nation's 38 Tribal Colleges and Universities (TCUs), which are the American Indian Higher Education Consortium, thank you for including provisions in the Agriculture Improvement Act of 2018 to address some of the concerns and inequities the 1994 land-grant institutions face in our effort to be true partners in the nation's remarkable land-grant system. We appreciate your staff's willingness to work with us. However, we are *gravely* concerned that two amendments – both of which represent modest and long overdue steps toward equity – are not yet part of your draft bill. We implore you to allow the 1994 institutions a right already afforded to the 1862 and 1890 institutions – the right simply to *compete* for grants under the Children, Youth and Families at Risk (CYFAR) program and Federally Recognized Tribes Extension program (FRTEP), authorized under the Smith Lever Act, and the competitive forestry, natural resources, and environmental grants program. Specifically, we respectfully request that **section 3(b) and section 9 of S. 2804**, the Cultivating Resources, Opportunity, Prosperity, and Sustainability (CROPS) for Indian Country Act, be included in the Agriculture Improvement Act of 2018 when the bill is considered by the Senate Agriculture Committee later this week. (See attached.) Introduced by Senators Hoeven and Udall and favorably reported by the Senate Committee on Indian Affairs, S. 2804 addresses a number of Farm Bill priorities for Indian Country and has the full support of AIHEC and our 38 Tribal Colleges.

Our requested amendments are as follows:

1. **EQUITY IN EDUCATIONAL LAND-GRANT STATUS ACT & SMITH LEVER ACT**

**Allow 1994 institutions to compete for CYFAR and FRTEP Grants:** This amendment would allow *all* designated land-grant institutions eligibility to compete for grant funds administered as Smith Lever 3(d), particularly the Children, Youth, and Families at Risk (CYFAR), and Federally Recognized Tribes Extension programs.

In substance, this amendment is virtually identical to an amendment supported by the Association of Public and Land-Grant Universities (APLU) during the reauthorization of the Farm Bill in 2014. The amendment was included in the 2014 Senate version of Farm Bill, which was approved by the Senate Agriculture Committee and subsequently passed the full Senate.

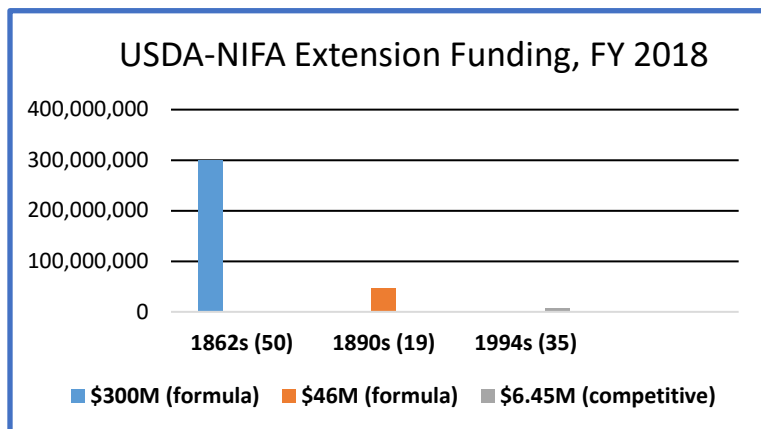
Tribal Colleges joined the nation's land-grant family more than 20 years ago, but today, we are still treated as stepchildren. Funding for the 1994 institutions greatly lags behind that of programs for the 1862 and 1890 land-grant institutions, and currently, we are barred from *competing* for grants under programs that could be vital to the future of our children and our lands. We continue to fight simply for the right to compete because no children or youth in this country are at greater risk than American Indian and Alaska Native children and youth. Yet, because 75 percent of Indian Country is either forested or agriculture lands, nowhere else in America do extension and other land-grant programs hold greater potential for benefit.

**Children, Youth, and Families at Risk (CYFAR):** American Indian/Alaska Native (AI/AN) youth suffer the highest rates of suicide in the nation. In some of our tribal communities, suicide among Native youth is nine to 19 times as frequent as among other youth. Native youth have more serious problems with mental disorders, including substance abuse and depression, than other youth, and Native youth are more affected by gang involvement than any other racial group. AI/ANs have the highest high school drop-out rates in the nation and some of the highest unemployment and poverty rate. Yet, our Native children and youth are the only group in the country essentially excluded from participation in the CYFAR program, because 1994 institutions are the only members of the land-grant family that cannot even apply to compete for CYFAR grants. The CYFAR program "supports comprehensive, intensive, community-based programs developed with active citizen participation in all phases. CYFAR promotes building resiliency and protective factors in youth, families, and communities." The 34 1994 Institutions are community-based institutions. Our governing boards are tribal/community members, and we provide public libraries, tribal archives, career centers, computer labs, community gardens, summer and after school programs, and childcare centers to our communities. We are not asking for additional funding, a set-aside, or other special treatment, although our children and communities clearly need it. We are simply asking for the right to *compete* for this vitally needed funding by removing the prohibition on 1994 Institutions' participation in CYFAR. *Why -- in 2018 -- are Native children the only group excluded from potentially benefiting from the CYFAR program?*

**Federally Recognized Tribes Extension Program (FRTEP):** Under USDA's Federally Recognized Tribes Extension Program, *only* 1862 and 1890 Land-grants can apply for support to conduct extension activities on *Tribal* lands. The program's stated purpose is to "support extension agents on American Indian reservations and tribal jurisdictions to address the unique needs and problems of American Indian tribal nations. Emphasis is placed on assisting American Indians...on tribally identified priorities using a culturally sensitive approach." Ironically, the 1994 institutions, ***which are chartered by federally recognized American Indian tribes and are located on or near Indian reservations are not eligible*** to compete for these program funds. This apparent oversight in eligibility needs to be rectified:

- ***Sovereign Authority of Tribes:*** Respect for Tribal Sovereignty demands that tribal institutions should be allowed to *compete* for grants under this program: federally recognized tribes deserve the right to partner with ANY land-grant institution with whom they wish to partner, whether state, historically black, or tribal. Indeed, greater parity for tribes under the Farm Bill can be achieved only by working together to remove existing eligibility barriers.
- ***Competitive Program:*** The 1994 land-grant institutions are asking only for the opportunity to *compete* for funding alongside already eligible state-supported 1862s and Historically Black Colleges and Universities, or 1890s. No special preferences, priority points, or advantages are requested.

- **Existing Programs:** Some might argue that the 1994 land-grants should not be allowed to compete for FRTEP or CYFAR grants because the TCUs already have an extension program. While this is true, the same can also be said for 1862 and 1890 Institutions. However, there is a wide gap in annual funding levels (see chart). To best serve the needs of Indian Country, all land-grant institutions should be allowed access to compete for all funding sources.



## 2. COMPETITIVE FORESTRY, NATURAL RESOURCES, AND ENVIRONMENTAL PROGRAMS

**Allow 1994 institutions to participate in competitive forestry research programs:** This amendment would simply allow 1994 land-grant institutions to apply alongside other land-grant institutions for competitive forestry, natural resource, and environmental program grants, to the extent that such programs exist now or in the future. As you know, in 2008, the McIntire-Stennis Act was amended to include Tribal lands in the formula calculation for funding of *state* forestry programs. However, the 1994 institutions, which are the Tribal land-grant institutions, were not included in the funding formula, nor were states required to include them in funding distributions. This oversight is significant because 75 percent of Tribal land in the U.S. is either forest or agriculture holdings. We appreciate that your bill would include 1994s in the McIntire-Stennis program, and we ask for similar consideration in other forestry research programs.

Should you have questions, please contact me at 703-504-9830 (direct), 703-447-1647, or [cbilly@aihec.org](mailto:cbilly@aihec.org). Also feel free to speak with our Director of Congressional and Federal Relations, Patrese Atine, at 703-838-0400 x111 or [patine@aihec.org](mailto:patine@aihec.org).

In closing, thank you for your support for Tribal College and Universities, and the 1994 institutions in particular. We invite you to visit any of our institutions to see firsthand the remarkable land-grant programs being implemented by the TCUs, and we look forward to our continued partnership.

Sincerely,

Carrie L. Billy  
President & CEO

David E. Yarlott  
Chair, AIHEC Board of Directors  
President, Little Big Horn College

cc: Members, Senate Committee Agriculture  
Members, Senate Committee on Indian Affairs

### Requested Excerpts from the

“Cultivating Resources, Opportunity, Prosperity, and Sustainability (CROPS) for Indian Country Act”  
(S.2804)

#### SEC. 3. FORESTRY RESEARCH PROGRAMS.

....

(b) COMPETITIVE FORESTRY, NATURAL RESOURCES, AND ENVIRONMENTAL GRANTS.—Section 1232(b)(1) of the Forest Stewardship Act of 1990 ([16 U.S.C. 582a–8\(b\)\(1\)](#)) is amended by striking “university,” and inserting “university (including a 1994 Institution (as defined in section 532 of the Equity in Educational Land-Grant Status Act of 1994 ([7 U.S.C. 301](#) note; Public Law 103–382)))”.

#### SEC. 9. SMITH-LEVER COMMUNITY EXTENSION PROGRAM.

(a) IN GENERAL.—Section 3(d) of the Smith-Lever Act ([7 U.S.C. 343\(d\)](#)) is amended—  
(1) by striking “The Secretary” and inserting the following:

“(d) ADMINISTRATION, TECHNICAL, AND EXTENSION SERVICES.—

“(1) IN GENERAL.—The Secretary”;

(2) in paragraph (1) (as designated by paragraph (1)), by striking the second sentence; and

(3) by adding at the end the following:

“(2) COMPETITIVE FUNDING.—The Secretary of Agriculture may provide funding, on a competitive basis, to—

“(A) a college or university eligible to receive funds under the Act of August 30, 1890 (7 U.S.C. 321–326a and 328), including Tuskegee University; or

“(B) a 1994 Institution (as defined in section 532 of the Equity in Educational Land-Grant Status Act of 1994 ([7 U.S.C. 301](#) note; Public Law 103–382)) for—

“(i) the Children, Youth, and Families at Risk funding program under subsection (b)(3); and

“(ii) the Federally Recognized Tribes Extension Program.”.

(b) CONFORMING AMENDMENTS.—

(1) Section 3(f) of the Smith Lever Act ([7 U.S.C. 343\(f\)](#)) is amended by inserting “or, in the case of a 1994 Institution, subsection (d)” before the period at the end.

(2) Section 533(a)(2)(A) of the Equity in Educational Land-Grant Status Act of 1994 ([7 U.S.C. 301](#) note; Public Law 103–382) is amended by striking clause (ii) and inserting the following:

“(ii) the Smith-Lever Act ([7 U.S.C. 341](#) et seq.), except as provided under—

“(I) section 3(b)(3) of that Act ([7 U.S.C. 343\(b\)\(3\)](#)); or

“(II) paragraph (2) of section 3(d) of that Act ([7 U.S.C. 343\(d\)](#)); or”.

## Inclusion of Tribal College and University in E-Rate

April 2018

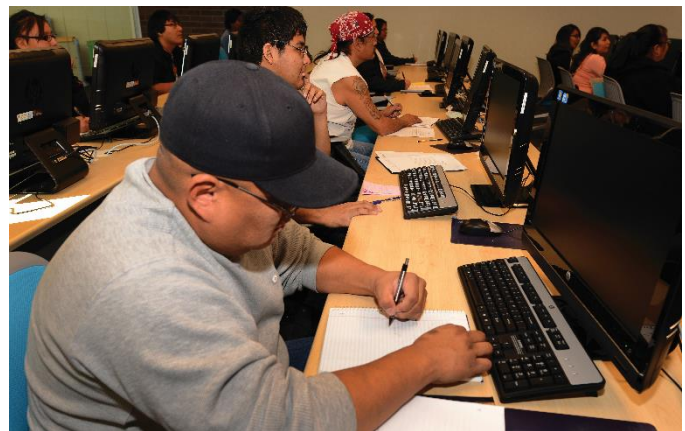
The E-Rate program, otherwise known as the Schools and Libraries Program of the Universal Services Fund, provides discounts to help schools and libraries in the United States procure affordable telecommunications and internet access, including broadband connections. In 2016 the E-rate program helped connect 53.6 million students to the Internet and provided discounts for Wi-Fi connections and high-speed data lines to 120,000 school buildings and more than 4,000 library systems nationwide.

### Why do TCUs need E-Rate?

- 32 TCUs are located in rural areas. For these TCUs, there are few choices of internet service providers, driving up costs for lower quality service than is available in urban areas.
- 68 percent of Americans living on Tribal lands in rural America lack access to fixed broadband, according to the 2016 FCC Broadband Progress Report.
- TCUs annual internet connection costs range between \$40,000 and \$250,000 per year.
- Rural and remote TCUs have difficulty recruiting and retaining the professional staff necessary to operate and maintain IT systems.
- The industry standard timeline for IT equipment replacement is 3-5 years. At TCUs, due to lack of resources, the average IT equipment replacement timeline is 8.29 years.
- Bandwidth is critical to the success of hardware initiatives that attempt to provide ubiquitous access to learning, such as Bring Your Own Device (BYOD) and 1:1 laptop and tablet programs.
- Reliable broadband is essential to institutions seeking to make the most of the available online resources and opportunities for faculty professional development.
- Bandwidth availability and capacity guide student learning, providing faculty a range of options—online, blended, and face-to-face instruction—creating more TCU student-centered and tailored instruction.

### Why include TCUs in the E-Rate program?

- 31 TCUs provide public library services to their communities.
- 21 TCUs provide dual credit programs that help high school students transition to college.
- TCUs provide continuing education programs to community members serving more than 130,000 American Indian/Alaska Natives and other rural community members.
- TCUs are essential community-serving institutions—increased bandwidth for TCUs translates into a greater access to Internet resources for Tribal community members. Many community members served by TCUs cannot afford, or do not have available broadband Internet service at home. The local TCUs is one of very few local Internet access options available to them.
- TCUs are community economic drivers: improved broadband access would allow access to more resources to support community entrepreneurs pursuing Internet-based economic opportunities.
- TCUs are major workforce development providers for their Tribal communities. Broadband access provides access to a broader set of training resources and delivery options.



For more information, please contact Patrese Atine, [patine@aihec.org](mailto:patine@aihec.org)



## Higher Education Act Reauthorization: Postponed until the 116<sup>th</sup> Congress

### Preparing for the Next Round of HEA Deliberations:

*Key Issues for Senator Patty Murray (D-WA), currently Ranking Member of the Senate HELP Committee*

#### 1. Tribal College Status: Public v. Private Institutions

- Some TCUs are incorrectly designated as **private** institutions with the U.S. Department of Education. This could be problematic if the Democrats regain control of the U.S. Senate. Senator Murray's staff are inclined to impose more rigorous accountability measures on private institutions and to focus federal programs toward public institutions of higher education.
- AIHEC has discussed the process for re-designating as a public institution with the U.S. Department of Education and has a document explaining the steps.

#### 2. Accountability Standards: Outcome measures

- Senator Murray believes in institutional accountability, particularly in the federal student loan program. Any HEA reauthorization will require student and institution accountability
- *Options for accountability/outcome measures:* earnings relative to debt; college v. high school earnings: how do we factor in rural areas, public service, etc.?
- Review ASPIRE Act accountability provisions: Murray's staff believes this may be an option.

#### 3. Access to Student Loans: "Equity Issue" for Low-Income Students

- In Senator Murray's world, lack of access to federal loans means students go to private lenders.
- How do we explain that LACK of access to the federal student loan program does not limit TCU student college accessibility; *or does it?*
- What do TCUs need to participate effectively in the federal student loan program?

#### 4. Title III Eligibility: Dual Program Participation

- Many MSIs now meet the criteria for more than one competitive category:
  - TCU: 50 percent, certified
  - Predominately Black: 40 percent
  - Hispanic: 25 percent
  - Alaska Native: 20 percent
  - Native Hawaiian: 10 percent
  - Asian/Native Pacific Islander: 10 percent
  - Non-tribal Native Serving: 10 percent

***Education & Labor Departments  
Were Made for Each Other***

**Anthony P. Carnevale**  
**Georgetown University**  
June 22, 2018

The administration of President Trump is proposing a merger of the Education and Labor departments. The Education Department was created not so long ago, in 1980. But from a labor force perspective, 1980 was a different epoch. Back then, two-thirds of jobs required no more than a high school education. Remarkably, 30 percent of good jobs were held by high school dropouts. Now, 55 percent of good jobs require at least a bachelor's degree.

*And that is why President Trump's proposal to merge the Education Department with the Labor Department is an idea worth serious consideration.*

There was a time, perhaps, when these departments could stand apart. But no more. At their core, both share the same goal: to create fully functional adults. In a capitalist economy, that means you have to have a job. And in today's world, to get a good job, you need an education.

This new reality is a challenge to the traditional K-12, postsecondary and labor market silos in America. Because education and careers are inextricably bound, we need to take an "all-one-system" perspective that connects the education and career dots from middle school through college and early careers.

Since the early 1980s, the K-12 system has lost ground in its ability to make students career-ready, especially at the high school level. The K-12 system we now have is a college-for-all system. It was created as a reaction to the proliferation of direct job training — vocational education — in high school, which overwhelmingly led students to be tracked, based on race, class, and gender, into low-skilled and low-paying jobs.

But almost half of high school graduates don't get a college certificate or degree by age 26, and they are left wandering the labor market with nowhere to go. Only 20 percent of those who end their education with a high school diploma or less get a job that ultimately pays a median of \$55,000 a year.

With the shift to an academic curriculum and the virtual elimination of vocational preparation in high school, the K-12 system narrowed to a single academic track focused on college readiness. And career preparation shifted almost entirely to the postsecondary system. Students now get almost no exposure to career opportunities in high school. Career-related courses constitute only 2.5 out of 27 required high school credits, while 23 credits are academic in nature.

The pendulum has swung too far, and the system isn't working. The goal of our education system should be to ensure successful transitions from youth dependency to independent adulthood and successful family formation. Before the 1980s, the age at which young adult workers made the median earnings necessary for independence and family formation was 26. That has risen to 34. This is a new



stage in the economic life cycle that is poorly served by our current education, training and employment structure.

Our institutions were created in such a way that they don't connect. They respond to different incentives. The K-12 system is rewarded for access and completion. Colleges and universities compete on prestige. Employers use a college credential as a proxy for competency and complain frequently they can't trust that college graduates are capable of doing the job for which they were arguably trained.

With one department, these incentives could be realigned, and the system for educating and training workers could be more seamless. This proposed new department could integrate curriculums and establish greater transparency and accountability among high school, college and careers. Ideally, beginning in high school, all students would get:

- Required career counseling that assesses individual talents, interests, values and personality traits and ties each of these to alternative occupational pathways.
- Firsthand exposure to alternative occupational pathways through internships and other applied learning opportunities.
- Work experience to cultivate basic employability skills such as conscientiousness and collegiality in diverse workplaces.
- Access to certificates and industry-based certifications, thus improving postsecondary access and affordability.

Despite some rumblings in the administration that this combined department could pave the way back to vocational education, that is the wrong approach. Students need exposure to career options starting in high school. But we don't want to reinstitute vocational education in high school and re-engage the educational behaviors that have widened income inequality in this country.

With this combined department, we have an opportunity to realize that education and jobs are inextricably linked. People value education for its own sake, of course — but they value it mostly because they want a job. Straightening the path from education to work would be an intergenerational gift to the future workers and employers of America.

***Anthony P. Carnevale is the director and founder of Georgetown University Center on Education and the Workforce.***

## Upcoming AIHEC Board & Other Meetings 2018-2019

DATE	MEETING	LOCATION
June 18-Aug. 9, 2018	<b>AIHEC Advanced Manufacturing Institute</b>	University of Nebraska-Lincoln College of Engineering Lincoln, NE
July 29-Aug. 3, 2018	<b>TCU Summer Meeting at SKC</b>	Salish Kootenai College Pablo, MT
Aug. 3, 2018 <i>(tentative)</i>	<b>COE-AIHEC TRIO SSS Workshop</b>	Salish Kootenai College Pablo, MT
Aug. 8-10, 2018	<b>2<sup>nd</sup> Annual NNHRT Conference</b>	Mystic Lake Center Prior Lake, MN
Aug. 20-24, 2018	<i>WINHEC Annual Meeting and Indigenous Research &amp; Education Conference</i>	Sami University of Applied Sciences Gvovdageaidu, Norway
Sept. 5, 2018	<b>AIHEC-ACCT GISS 4.0 (TCU Governing Board Training)</b>	UTTC Tribal Leaders Summit Bismarck Event Center -- Bismarck, ND
Sept. 25-27, 2018	<i>RCCA Annual Conference</i>	Doubletree Hotel Park City, Utah
Sept. 27-28, 2018	<b>AIHEC IRB Prof. Development Workshop</b>	Radisson Blu Hotel Park City, UT
Oct. 8-10, 2018	<b>AIHEC Fall 2018 Board Meeting</b>	Hartford, CT (Marriott Hartford Downtown)
<i>Oct. 10-13, 2018</i>	<i>49<sup>th</sup> Annual NIEA Convention</i>	Hartford, Connecticut
Dec. 6-7, 2018 <i>(tentative)</i>	<b>AIHEC-ACCT GISS 4.0 (TCU Governing Board Training)</b>	Wild Horse Pass Chandler, AZ
<i>Oct. 21-26, 2018</i>	<i>75<sup>th</sup> Annual NCAI Conference</i>	Denver, CO
Feb. 4-7, 2019	<b>AIHEC 2019 Winter Meeting</b>	Holiday Inn Capitol Washington, D.C.
March 14-16, 2019	<b>AIHEC Spring Board Meeting</b>	Radisson Personnel (formerly Holiday Inn) Billings, MT
March 17-19, 2019	<b>AIHEC 2019 Student Conference</b> <i>(Registration &amp; Coaches Meeting: March 16)</i>	Radisson Personnel (formerly Holiday Inn) Billings, MT
March 21-24, 2019	<b>AIHEC Annual Basketball Tournament</b> <i>(Registration &amp; Coaches Meeting: March 20)</i>	Little Big Horn College Crow Agency, MT
Summer 2019	<b>AIHEC Summer 2019 Board Meeting</b>	Fort Totten, ND
Oct. 7-9, 2019	<b>AIHEC Fall 2019 Board Meeting</b>	Minneapolis, MN
Oct. 9-12, 2019	<i>50<sup>th</sup> Annual NIEA Convention</i>	Minneapolis, MN
Feb. 3-6, 2020	<b>AIHEC 2020 Winter Meeting</b>	Holiday Inn Capitol Washington, D.C.
<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.*

**35 REGULAR MEMBERS:**

**Aaniih Nakoda College**

Carole Falcon-Chandler, President  
P.O. Box 159  
Harlem, MT 59526  
406.353.2607  
Fax: 406.353.2898  
email: [cfalconchan@hotmail.com](mailto:cfalconchan@hotmail.com)

**Bay Mills Community College**

Michael Parish, President  
12214 West Lakeshore Drive  
Brimley, MI 49715  
906.248.8400  
Fax: 906.248.2011  
email: [mparish@bmcc.edu](mailto:mparish@bmcc.edu)

**Blackfeet Community College**

Carol Murray, Interim President  
P.O. Box 819  
Browning, MT 59417  
406.338.5411  
Fax: 406.338.3272  
email: [c\\_murray@bfcc.edu](mailto:c_murray@bfcc.edu)

**Cankdeska Cikana Community College**

Cynthia Lindquist, President  
P.O. Box 269  
Fort Totten, ND 58335  
701.766.4415 or 4055  
Fax: 701.766.1121  
email: [president@littlehoop.edu](mailto:president@littlehoop.edu)

**Chief Dull Knife College**

Richard Littlebear, President  
P.O. Box 98  
Lame Deer, MT 59043  
406.477.6215  
Fax: 406.477.6219  
email: [rlbear@cdkc.edu](mailto:rlbear@cdkc.edu)

**College of Menominee Nation**

Paul Trebian, President  
P.O. Box 1179  
Keshena, WI 54135  
715.799.4921 x3049  
800.567.2344  
Fax: 715.799.1336  
email: [ptrebian@menominee.edu](mailto:ptrebian@menominee.edu)

**College of the Muscogee Nation**

Robert Bible, President  
P.O. Box 917  
1200 Hwy. Loop 56  
Okmulgee, OK 74447  
Phone: 918.549.2800  
Fax: 918.549.2880  
email: [rbible@cmn.edu](mailto:rbible@cmn.edu)

**Diné College**

Charles "Monty" Roessel, President  
P.O. Box 126  
Tsaile, AZ 86556  
928.724.6669  
Fax: 928.724.3327  
email: [cmroessel@dinecollege.edu](mailto:cmroessel@dinecollege.edu)

**Fond du Lac Tribal & C.C.**

Larry Anderson, President  
2101 14th Street  
Cloquet, MN 55720  
218.879.0804  
Fax: 218.879.0814  
email: [larrya@fdltcc.edu](mailto:larrya@fdltcc.edu)

**Fort Peck Community College**

Haven Gourneau, President  
P.O. Box 398  
Poplar, MT 59255  
406.768.6300  
Fax: 406.768.5552  
email: [hgourneau@fpcc.edu](mailto:hgourneau@fpcc.edu)

**Haskell Indian Nations University**

Venida Chenault, President  
155 Indian Ave, Box 5030  
Lawrence, KS 66046-4800  
785.749.8497  
Fax: 785.749.8411  
email: [venida.chenault@bie.edu](mailto:venida.chenault@bie.edu)

**Iłisaġvik College**

Pearl Brower, President  
P.O. Box 749, Barrow, AK 99723  
907.852.1820  
Fax: 907.852.1821  
email: [pearl.brower@ilisagvik.edu](mailto:pearl.brower@ilisagvik.edu)

**Institute of American Indian Arts**

Robert Martin, President  
83 Avan Nu Po Road  
Santa Fe, NM 87508  
505.424.2300  
Fax: 505.424.0050  
email: [rmartin@iaia.edu](mailto:rmartin@iaia.edu)

**Keweenaw Bay Ojibwa C.C.**

Lori Sherman, President  
111 Beartown Rd  
P.O. Box 519  
Baraga, MI 49908  
906.524-8414  
Fax: 906.353.8107  
email: [lsherman@kbocc.edu](mailto:lsherman@kbocc.edu)

**Lac Courte Oreilles Ojibwa C.C.**

Russell Swagger, President  
305 W. 4<sup>th</sup> St/PO Box 128  
Hayward, WI 54891  
715.634.4790 x117  
Fax: 715.634.5049  
Cell: 715-638-0268  
email: [rswagger@lco.edu](mailto:rswagger@lco.edu)

**Leech Lake Tribal College**

Raymond Burns, President  
6945 Little Wolf Rd NW  
Cass Lake, MN 56633  
218.335.4200  
Fax: 218.335.4215  
email: [pat.broker@lltc.edu](mailto:pat.broker@lltc.edu)

**Little Big Horn College**

David Yarlott, Jr., President  
P.O. Box 370  
Crow Agency, MT 59022  
406.638.3100  
Fax: 406.638.3169 /3167 /3170  
email: [davidyarlott@lbhc.edu](mailto:davidyarlott@lbhc.edu)

**Little Priest Tribal College**

Maunka Morgan, President  
P.O. Box 270  
Winnebago, NE 68071  
402.878.2380  
Fax: 402.878.2355  
email: [maunka.morgan@littlepriest.edu](mailto:maunka.morgan@littlepriest.edu)

## REGULAR MEMBERS (CONT.)

### **Navajo Technical University**

Elmer Guy, President  
P.O. Box 849  
Crownpoint, NM 87313  
505.786.4100  
Fax: 505.786.5644  
email: [eguy@navajotech.edu](mailto:eguy@navajotech.edu)

### **Nebraska Indian Community College**

Michael Oltrogge, President  
1111 Highway 75 - PO Box 428  
Macy, NE 68039  
402.837.5078  
Fax: 402.837.4183  
email: [moltrogge@thenicc.edu](mailto:moltrogge@thenicc.edu)

### **Northwest Indian College**

Justin Guillory, President  
2522 Kwina Road  
Bellingham, WA 98226  
360.676.2772 x4241  
Fax: 360.392.4336  
email: [jguillory@nwic.edu](mailto:jguillory@nwic.edu)

### **Nueta Hidatsa Sahnish College**

Twyla Baker, President  
220 8<sup>th</sup> Avenue North - P.O. Box 490  
New Town, ND 58763  
701.627.4738 x248  
Fax: 701.627.3609  
email: [tbaker@nhsc.edu](mailto:tbaker@nhsc.edu)

### **Oglala Lakota College**

Thomas Shortbull, President  
490 Piya Wiconi Road  
Kyle, SD 57752  
605.455.6020  
Fax: 605.455.6023  
email: [tshortb@olc.edu](mailto:tshortb@olc.edu)

### **Red Lake Nation College**

Dan King, President  
23750 HWY 1 East  
PO Box 576  
Red Lake, MN 56671  
218.679.2860  
Fax: 218.679.3870  
email: [danking@post.harvard.edu](mailto:danking@post.harvard.edu)

### **Saginaw Chippewa Tribal College**

Carla Sineway, President  
2274 Enterprise Drive  
Mount Pleasant, MI 48858  
989.775.4123  
Fax: 989.775.4528  
email: [csineway@sagchip.org](mailto:csineway@sagchip.org)

### **Salish Kootenai College**

Sandra L. Boham, President  
58138 Hwy 93, P.O. Box 70  
Pablo, MT 59855  
406.275.4800  
Fax: 406.275.4801  
email: [sandra\\_boham@skc.edu](mailto:sandra_boham@skc.edu)

### **Sinte Gleska University**

Lionel Bordeaux, President  
101 Antelope Lake Circle  
P.O. Box 105  
Mission, SD 57555  
605.856.8100  
Fax: 605.856.4135  
email: [lionel.bordeaux@sintegleska.edu](mailto:lionel.bordeaux@sintegleska.edu)

### **Sisseton Wahpeton College**

Randy Smith, President  
Old Agency Road Box 689  
Agency Village, SD 57262  
605.742.1115  
Fax: 605.742.0394  
email: [rsmith@swc.tc](mailto:rsmith@swc.tc)

### **Sitting Bull College**

Laurel Vermillion, President  
9299 Hwy 24  
Fort Yates, ND 58538  
701.854.8000  
Fax: 701.854.2013  
email: [laurel.vermillion@sittingbull.edu](mailto:laurel.vermillion@sittingbull.edu)

### **Southwestern Indian Polytechnic Institute**

Sherry Allison, President  
P.O. Box 10146 - 9169 Coors Road, NW  
Albuquerque, NM 87184  
505.346.2348  
Fax: 505.346.2343  
email: [sherry.allison@bie.edu](mailto:sherry.allison@bie.edu)

### **Stone Child College**

Cory Sangrey-Billy, Interim President  
RR1, Box 1082  
Box Elder, MT 59521  
406.395.4313 or 4875  
Fax: 406.395.4836  
email: [csangrey@stonechild.edu](mailto:csangrey@stonechild.edu)

### **Tohono O'odham Community College**

Paul Robertson, President  
P.O. Box 3129  
Sells, AZ 85634  
520.383.8401  
Fax: 520.383.0029  
email: [probertson@tocc.edu](mailto:probertson@tocc.edu)

### **Turtle Mountain Community College**

James Davis, President  
P.O. Box 340  
Belcourt, ND 58316  
701.477.7862 x2050  
Fax: 701.477.7807  
email: [jdavis@tm.edu](mailto:jdavis@tm.edu)

### **United Tribes Technical College**

Leander R. McDonald, President  
3315 University Drive  
Bismarck, ND 58504  
701.255.3285 (option 4)  
Fax: 701.530.0605  
email: [president@uttc.edu](mailto:president@uttc.edu)

### **White Earth Tribal and C.C.**

Waylon Baker, President  
2250 College Road - P.O. Box 478  
Mahnomon, MN 56557  
218.935-0417 (x319, 316)  
Fax: 218.935.0708  
email: [waylon.baker@wetcc.edu](mailto:waylon.baker@wetcc.edu)

## DEVELOPING-EMERGING MEMBERS:

### **California Tribal College**

Billie Jo Kipp, President  
2300 E. Gibson Rd. Suite 869  
Woodland, CA 95776  
530.661.5767  
email: [bkipp@californiatribalcollege.com](mailto:bkipp@californiatribalcollege.com)

### **San Carlos Apache College**

Martin M. Ahumada, President  
1 San Carlos Ave, Building 3  
San Carlos, AZ 85550  
928-475-2016  
email: [martin.ahumada@scat-nsn.gov](mailto:martin.ahumada@scat-nsn.gov)

### **Wind River Tribal College**

Marlin Spoonhunter, President  
P.O. Box 1190  
Fort Washakie WY 82514  
307.335.8243  
Fax: 307.335.8148  
email: [m Spoonhunter@windrivertc.org](mailto:m Spoonhunter@windrivertc.org)

## AIHEC Office Staff

**Carrie L. Billy**  
*President & CEO*  
cbilly@aihec.org | x110  
cell: 703.447.1647  
direct: 703.504.9830

<p><b>Tina Cooper</b>  <i>Vice President of Finance &amp; Administration</i>  tcooper@aihec.org   x101</p>	<p><b>Deborah His Horse is Thunder</b>  <i>NARCH Research Director</i>  dhishorseisthunder@aihec.org   701.527.3913</p>
<p><b>Patrese Atine</b>  <i>Director of Congressional/Federal Relations</i>  patine@aihec.org   x111</p>	<p><b>Al Kuslikis</b>  <i>Sr. Associate for Strategic Initiatives</i>  akuslikis@aihec.org   x121</p>
<p><b>Demeke Bekele</b>  <i>Office Accountant</i>  dbekele@aihec.org   x107</p>	<p><b>Rachael Marchbanks</b>  <i>TCJ Publisher</i>  rachael@tribalcollegejournal.org   970.533.9170</p>
<p><b>Katherine Cardell</b>  <i>Research and Policy Associate</i>  kcardell@aihec.org</p>	<p><b>Gary McCone</b>  <i>Library &amp; Information Services</i>  gmcone@aihec.org   410.707.9307</p>
<p><b>Jennifer Duever</b>  <i>Tribal VISTA Leader</i>  jduever@aihec.org   x102</p>	<p><b>Darryl Monteau</b>  <i>Project Coordinator, Aseto'no Networking Program</i>  dmonteau@aihec.org   785-766-0858</p>
<p><b>Juan Garcia</b>  <i>VISTA Leader</i>  jguarcia@aihec.org   x113</p>	<p><b>John Phillips</b>  <i>Land-grant &amp; VISTA Program Director</i>  jphillips@aihec.org 706.310.4199</p>
<p><b>Gilbert Gonzales</b>  <i>Consultant, AIHEC Cyberinfrastructure Initiative</i>  ggonzales@aihec.org</p>	<p><b>Stacia Prue</b>  <i>Office Assistant &amp; Student Services Associate</i>  sprue@aihec.org   x100</p>
<p><b>Leontyne Goodwin</b>  <i>Sr. Associate of Student Success Initiatives &amp; Grants Adm</i>  lgoodwin@aihec.org   x108</p>	<p><b>Bradley Shreve</b>  <i>TCJ Managing Editor</i>  Bradley@tribalcollegejournal.org   970.533.9170</p>
<p><b>Maggie Grandon</b>  <i>Executive Assistant &amp; Events Manager</i>  mgrandon@aihec.org   x115</p>	<p><b>Dale Smith</b>  <i>Consultant, AIHEC Cyberinfrastructure Initiative</i>  dsmith@aihec.org</p>
<p><b>Kay Heatley</b>  <i>Creative Director and Web Developer</i>  kheatley@aihec.org   x114</p>	<p><b>Marvene Tom</b>  <i>TCJ Office Manager</i>  marvene@tribalcollegejournal.org   970.533.9170</p>