



2019 Spring AIHEC Meeting

Billings, MT

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

AIHEC BOARD OF DIRECTORS

March 16, 2019





AGENDA

AIHEC SPRING 2019 BOARD OF DIRECTORS MEETING

Saturday, March 16 -- 8:00 AM (EDT)

Red Lion Hotel, Billings, MT
Gallatin/Bitterroot

- I. Call to Order:** David Yarlott, Chair
 - A. Opening Prayer
 - B. Roll Call: Maggie Grandon, AIHEC Executive Assistant
 - C. Introductions

- II. Review & Approval of Meeting Agenda:** President Yarlott

- III. Secretary's Report:** Leander McDonald, Secretary
 - Review & Approval of Fall 2018 Meeting Minutes

- IV. Treasurer's Report:** Justin Guillory, Treasurer
 - A. Auditor's Report to the Board: FY 2018 Audit
 - B. Finance Committee Report and Motions

- V. Presentations to the Board:** Executive Branch Partners
 - A. **White House Initiative on AI/AN Education:** Ron Lessard, Acting Exec. Dir.
 - B. **Interior-Bureau of Indian Education:** Katherine Campbell, Program Officer
 - CEU Issue Update
 - C. **USDA-1994 Land-grant:** Lawrence Shorty, 1994 Program Director
 - USDA-AIHEC MOA Update

- VI. Presentations to the Board:** AIHEC Affiliate Reports
 - A. **2019 AIHEC Student Conference & AIHEC National Basketball Tournament:**
President Yarlott
 - B. **AIHEC Student Congress:** Estabon Hayes, ASC President (NWIC)

C. American Indian College Fund: Cheryl Crazy Bull, President & CEO

○ *A*CF Board Affirmations & Nominations:*

1. Affirm re-election: Robert Bible (2nd 3-yr term); Sandra Boham (1st 3-yr term)
2. Nominations (term beginning July 1, 2019):
 - One 1-yr term (completing James Davis's term) (possible 10-yr service)
 - One 3-yr term (Robert Martin is 3-term limited) (possible 9-yr service)

D. AIHEC Tribal College and Universities Librarian Association

A written report is included in the board book.

E. FALCON-Land Grant

A written report is included in the board book.

VII. Lunch (Recess)

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

- Meal Prayer

VIII. The AIHEC Report: Carrie Billy

A. Legislative & Executive Branch Update: Carrie Billy & Patrese Atine

B. AIHEC Central Office Strategic Plan Report & Update

See the board book for the complete AIHEC report.

C. Upcoming AIHEC Board Meetings

- **2019 Summer Meeting:** Robert Martin, President IAIA
June 24-26, 2019 in Santa Fe, NM (Drury Plaza Hotel -- Santa Fe)
Focus: AIHEC Strategic Plan for 2020-2024
- **2019 AIHEC Fall Meeting: NIEA & TCU Strand**
October 7-9, 2019 in Minneapolis, MN

D. Announcements

IX. Committee Reports and Motions

A. Research Committee: Leander R. McDonald, Chair

B. Tribal College Journal Advisory Board: Pearl Brower, Chair

C. Membership and Accreditation: Robert Bible, Chair

D. Student Activities Committee: Robert Martin, Chair

X. New Business: David Yarlott

XI. Adjournment: David Yarlott

Adjournment scheduled for 3:00 p.m. to accommodate AIHEC Student Conference Events

- **Closing Prayer**



**DRAFT MINUTES OF THE AIHEC 2018 FALL BOARD OF DIRECTORS MEETING
CONNECTICUT CONVENTION CENTER, ROOM 15
WEDNESDAY, OCTOBER 10, 2018**

- I. **CALL TO ORDER & OPENING PRAYER:** AIHEC Board Chair, David E. Yarlott, Jr., called the 2018 AIHEC Fall Board of Directors meeting to order at 8:25 am EDT. President Elmer Guy offered an opening prayer.

ROLL CALL: Maggie Grandon, AIHEC Executive Assistant, called the roll with the following results:

Regular Members Present

Aaniiih Nakoda College
Blackfeet Community College
Cankdeska Cikana Community College
Chief Dull Knife College
College of Menominee Nation
College of the Muscogee Nation
Diné College
Fort Peck Community College
Haskell Indian Nations University
Iḷisaḡvik College
Institute of American Indian Arts
Keweenaw Bay Ojibwa Community College
Lac Courte Oreilles Community College
Leech Lake Tribal College
Little Big Horn College
Little Priest Tribal College
Navajo Technical University
Northwest Indian College
Oglala Lakota College
Saginaw Chippewa Tribal College
Salish Kootenai College
Sinte Gleska University
Sitting Bull College
Southwestern Polytechnic Institute
Stone Child College
Turtle Mountain Community College
United Tribes Technical College

President (Voting) or Representative

Carole Falcon-Chandler
Carol Murray
Cynthia Lindquist
Richard Littlebear
Paul Trebian
Robert Bible
Charles M. Roessel
Haven Gourneau
Venida Chenault
Pearl Brower (by phone)
Robert Martin
Lori Ann Sherman
Russell Swagger
Raymond Burns
David Yarlott
Maunka Morgan
Elmer Guy
Justin Guillory
Thomas Shortbull
Carla Sineway
Sandra L. Boham
Debra Bordeaux, representative
Laurel Vermillion
Sherry Allison
Cory Sangrey-Billy
James Davis
Leander R. McDonald

Regular Members Absent

Bay Mills Community College
Chief Dull Knife College

Fond du Lac Tribal & Community College
Nebraska Indian Community College
Nueta Hidatsa Sahnish College
Red Lake Nation College
Sisseton Wahpeton College
Tohono O'odham Community College
White Earth Tribal and Community College

27 Regular Members being present, a quorum was established.

II. REVIEW AND APPROVAL OF THE MINUTES

Chair Yarlott reviewed the proposed agenda for the 2018 Fall Board of Directors meeting.

MOTION:

President Martin moved [seconded by President Boham] to approve the 2018 Fall Board of Directors meeting agenda.

OUTCOME:

The motion was agreed to by voice vote.

III. REVIEW AND APPROVE SUMMER 2018 MEETING MINUTES

President McDonald, AIHEC Board Secretary, presented the minutes of the 2018 Summer Board of Directors meeting for consideration and approval.

MOTION:

President McDonald moved [seconded by President Vermillion] to approve the minutes of the 2018 Summer Board of Directors meeting, as presented.

OUTCOME:

The motion was agreed to by voice vote.

IV. REPORT OF THE EXECUTIVE COMMITTEE

President McDonald presented the minutes for the June, July, and September 2018 Executive Committee meeting minutes for review and acceptance.

MOTION:

President McDonald moved [seconded by President Guy] to accept the minutes of the Executive Committee, as presented.

OUTCOME:

The motion was agreed to by voice vote.

V. REPORT OF THE TREASURER

A. AIHEC Investment Report

Todd Early, Chief Investment Officer, Sovereign Finance LLC, provided the Board with an update on AIHEC's investments, which includes three funds: (a) AIHEC Student Congress Endowment; (b) AIHEC Board Directed Fund; and (c) AIHEC Operating Fund. He emphasized the importance of fiduciary responsibility. Investment advisors for AIHEC's portfolio, which is composed of the three funds, have achieved and annually maintain certification by the Centre of Fiduciary Excellence (CEFEX), which provides a framework of best practices for the

governance of internal processes and management of assets. The Board can feel confident that AIHEC is monitoring and managing investments according to the highest investment standards, keeping in mind that most investments are long term. A breakdown of the investment management is included in the board book. Each of the three funds has a slightly different investment strategy, per AIHEC's Investment Policy; therefore, the returns within the portfolio are slightly different. The portfolio returns as a whole are doing well for now. The Finance Committee questioned why some of AIHEC's funds remained in cash (not invested). This is due to anticipated volatility in the market. Because the asset allocation is based on the AIHEC Investment Policy, as market conditions change over time, the portfolio will shift in line with the market.

President Morgan inquired as to the source of funding. Ms. Billy responded that each of the three funds has a different source:

- AIHEC Student Congress (ASC) Endowment: the W.K. Kellogg Foundation provided approximately \$200,000 for this endowment. (ASC may use a percentage of interest income annually, but the principal is held in perpetuity.)
- Board Directed Fund: most of the AIHEC members (TCUs) contributed \$1,000 to establish this fund some years ago (most TCUs contributed \$200 per year for five years). In addition, the AIHEC CEO and Vice President of Finance and Administration have increased the fund annually by contributing 20-30 percent of AIHEC's annual gain. (Both interest and principal may be used at any time, upon majority vote of the AIHEC Board. The original purpose of this fund was to provide long-term financial security to the AIHEC by providing a source of income for use in emergencies or times of great need.)
- AIHEC Operating Fund: both interest and principal may be used at any time, at the discretion of the AIHEC CEO. (This fund is the most liquid of the three. The intention is to hold a percentage of AIHEC operating funding on a temporary basis: when the AIHEC operating account exceeds a certain amount, the CEO has the discretion to move a portion of the excess into investments.)

B. AIHEC Final Audit, Fiscal Year 2017

Treasurer Guillory presented the AIHEC's fiscal year 2017 audit and asked Tina Cooper, AIHEC Vice President of Finance and Administration, to provide a brief overview of the audit. For the overview, Ms. Cooper stated that presidents could follow along using the audit posted on BoardMax, or by requesting a printed copy. She noted that the audit contained no findings. President Shortbull asked for further explanation of the "Board Designated Account". Ms. Cooper explained that the Board started this account, also called the Board Directed Fund, about eight years ago by contributing approximately \$1,000 each. AIHEC has since contributed 20-30 percent of annual gains to grow the Fund to the current level. As Ms. Billy explained earlier, when the fund was created, the goal was to protect the long-term stability of the organization.

C. Grants Management Report

Treasurer Guillory noted that information on the status of AIHEC's grants (federal and foundation) is included in the Board book.

President Lindquist commended AIHEC's work with their financial system. President Yarlott echoed the sentiment.

President Shortbull stated that the full Board should approve AIHEC's annual audit. President Yarlott asked whether the Board would like to accept the audit at the committee or Board level. President Shortbull stressed that the Board should be responsible for accepting the audit, and further, that the auditors should present the audit to the Board. President Boham stated that the full Board needs only to see the results of the audit. Ms. Billy added that the auditors make a presentation on the audit to the Finance Committee, but they would be happy to present to the Board as well. President Yarlott stated that his belief was that the responsibility for accepting the audit should rest with the Finance Committee; however, he would refer the matter to Treasurer Guillory and his committee for additional discussion and recommendation. President Shortbull stressed the need to keep checks at the Board level, per the Board's fiduciary responsibilities.

VI. ANNUAL REVIEW OF THE AIHEC CODE OF CONDUCT

Pursuant to Board motion, all Members are required to review and sign the AIHEC Code of Conduct annually. Ms. Billy provided an overview of the AIHEC Code of Conduct. President Allison asked what repercussions exist for a Board member who is found guilty of violating the Code of Conduct. President Lindquist stated that she thought a member could be designated a "member-not-in-good-standing." Ms. Billy reviewed the AIHEC bylaws and stated that section 301.9 contains such penalty. She stated that the Code of Conduct document would be updated to clarify this provision.

VII. ELECTION OF AIHEC OFFICERS

Under the AIHEC bylaws, the AIHEC Board elects the following officers at the fall meeting of every even numbered year: Chair, Vice Chair, Secretary, Treasurer, and a Member-at-Large (except when an outgoing chair fills this position). Terms are for two years. New terms are effective immediately following the conclusion of the fall meeting in which elections are held. The Chair is limited to two consecutive terms. The current Chair has served one term.

AIHEC CHAIR

NOMINATION:

President Chandler moved [seconded by President Martin] to nominate President Yarlott to serve as Chair.

President Boham moved [seconded by President Alison] to close nominations.

OUTCOME:

President Yarlott was elected as AIHEC Board Chair for the 2018-2020 term by acclamation.

AIHEC VICE-CHAIR

NOMINATION:

President Alison moved [seconded by President Chenault] to nominate President Guy to serve as Vice-Chair.

President Boham moved [seconded by President Vermillion] to close nominations.

OUTCOME:

President Guy was elected as AIHEC Board Vice-Chair for the 2018-2020 term by acclamation.

AIHEC SECRETARY

NOMINATION:

President Vermillion moved [seconded by President Roessel] to nominate President McDonald to serve as Secretary.

President Boham moved [seconded by President Guy] to close nominations.

OUTCOME:

President McDonald was elected as AIHEC Board Secretary for the 2018-2020 term by acclamation.

AIHEC TREASURER

NOMINATION:

President Falcon-Chandler moved [seconded by President Sangrey-Billy] to nominate President Guillory to serve as Treasurer.

President Boham moved [seconded by President Vermillion] to close nominations.

President Guillory, stated that he appreciated the honor of serving as the AIHEC treasurer, but requested that Members consider gender on the Executive Committee.

OUTCOME:

President Guillory was elected as AIHEC Board Treasurer for the 2018-2020 term by acclamation.

AIHEC MEMBER-AT-LARGE

NOMINATION:

President Vermillion moved [seconded by President Guy] to nominate President Lindquist to serve as Member-at-Large.

President Boham moved [seconded by President Vermillion] to close nominations.

OUTCOME:

President Lindquist was elected as AIHEC Board Member-at-Large for the 2018-2020 term by acclamation.

VIII. PRESENTATIONS TO THE BOARD

A. White House Initiative on AI/AN Education

Ron Lessard, acting Executive Director of the White House Initiative on American Indian and Alaska Native Education (WHIAIANE), provided an update on the initiative he leads. The U.S. Departments of Education, Health and Human Services, and the Interior recently re-signed a memorandum of agreement (MOA) to promote the preservation and revitalization of Native languages. The MOA calls upon the Departments to host another Native Language Summit. Mr. Lessard would like to hold the summit at a Tribal College. He will send an email to presidents regarding the recently signed MOA.

The Department of Education is finalizing a report to Congress on Native American Language Preservation, as directed by the Every Student Succeeds Act. The report could be released within the next month. When it is published, it will be posted on the WHIAIANE website.

Mr. Lessard stated the National Advisory Council on Indian Education has two open positions. He requested that more than two TCU presidents be nominated for these positions. Ms. Billy encouraged any interested president to notify AIHEC staff. The AIHEC Executive Committee has nominated Presidents Lindquist and McDonald for these positions. The process of

selecting a person to serve on the NACIE Board can be lengthy because the White House must vet the candidate. Presidents Lindquist and McDonald have both been through the vetting process in the past years, which may help accelerate the NACIE approval process.

Mr. Lessard reported that the previous Secretary of Education issued a data call to federal agencies requesting reports on federal funding and support for minority serving institutions (MSIs), including Tribal Colleges. However, the reports contained inaccuracies and in some cases, failed to report TCU support completely. In response, Mr. Lessard is planning to issue a data call strictly on TCUs. The call will again come from the Secretary of Education, but the information gathered will be strictly focused on TCUs. President Lindquist inquired about the MSI report and her concern that TCUs are not MSIs and should not be considered within that group. Mr. Lessard clarified that the MSI language would not be included in the new report and the report will serve as comparison for where the funding within federal agencies is going.

In preparation of the upcoming 2019 AIHEC Legislative Summit (formerly the Winter Meeting), Mr. Lessard briefed the Board on an idea suggested by Department leadership: to hold an additional meeting between the TCU presidents and the Department of Education following the TCU legislative activities. He suggested that presidents develop three to five leading critical issues to bring before the Department of Education. He hopes that Secretary DeVos will be able to attend the meeting, but Principal Deputy Under Secretary Diane Jones certainly will attend.

B. TCU Best Practices: Salish Kootenai College & the FEHB

Rachel Andrews-Gould, Salish Kootenai College's (SKC) Human Resources/Inter Campus Director, gave an informative presentation outlining the process that SKC used to join the Federal Employees Health Benefit (FEHB) program and the cost savings the college has realized because of their switch from private insurance to the FEHB program. Her presentation is included in the board book. Ms. Billy reminded the Board that any institution with more than 50 employees is mandated to provide a certain level of healthcare coverage.

C. Bureau of Indian Education

Katherine Campbell, BIE Program Analyst, provided an update to the Board.

- The BIE is working to secure funding for STEM training opportunities, to include training of STEM staff and faculty.
- TCU Indian Student Count funding calculations take place in mid-October. Ms. Campbell intends to send the presidents an Excel spreadsheet of funding calculations. TCUs are asked to review this information carefully for accuracy and respond to any questions raised in a timely manner.
- The BIE, in conjunction with AIHEC, will host a 2-day training session in early January, led by the International Association for Continuing Education and Training (IACET), on continuing education program standards and the calculation of continuing education units by TCUs. An additional third day of training will be provided for federal ASAP training. The ASAP training will be free, but there will be a fee to attend the CEU training. When details for the training are confirmed, Ms. Campbell or AIHEC will send information to presidents.

- Ms. Campbell shared information about STEM training that East Carolina University is hosting. Ms. Billy commented that a conversation with AIHEC's STEM staff would be useful to the university.

D. USDA 1994 Land-grant Issues

Lawrence Shorty, USDA 1994 Land-grant Program Director, provided an update on the status of the USDA-AIHEC Memorandum of Agreement (MOA). The most recent MOA expired in 2015. USDA has a draft MOA, but unfortunately, Mr. Shorty is not able to share the MOA at this point. He stated that the MOA draft should be ready for review soon. The goal is to sign the new MOA in February 2019. Ms. Billy emphasized that the TCUs will need to review the MOA prior to signing and that USDA officials had promised the MOA signing in June 2017. Mr. Shorty said that the February Legislative Summit would be a good opportunity to have the MOA signed, if feasible. He will need to lay the groundwork within the Department prior to the meeting.

In recognition of the upcoming 25th anniversary of 1994 Land-grant status, Mr. Shorty asked the Board what USDA could do. Ms. Billy suggested that USDA sponsor an insert in the Tribal College Journal highlighting the 1994 programs. Mr. Shorty said he would provide feedback on this idea in about two weeks.

Mr. Lawrence is in conversations with state conservationists to help facilitate better relationships with TCUs, with the goal of raising awareness of existing internship opportunities and recruitment of TCU students to these opportunities. Additionally, Mr. Lawrence would like to use third party internship opportunities through HACU to recruit 1994 students. Several TCU students have participated in USDA internship opportunities through this mechanism, which AIHEC had suggested to the USDA at least three years ago.

Mr. Shorty reported that his office is working on draft regulations for the 1994 Land-grant programmatic initiatives (e.g. the 1994 equity grants, extension program, and research grants). Ms. Billy stated that USDA staff in the past had advised AIHEC not to push for regulations because relying on the statutory language allows for much more flexibility in the programs. She added that the 1994 Land-grant programs have worked so far and new regulations could be too burdensome for the TCUs.

E. Strengthening the Pipeline: Native Attorneys from Pre-Law to Practice

American Indian Law Institute Director Helen B. Padilla and Rodina Cave Parnall, Pre-Law Summer Institute (PLSI) Director, provided an overview of the history and impact of the Pre-Law Summer Institute for American Indians and Alaska Natives. Ms. Padilla stressed the demand that exists for Native attorneys. To help meet this demand, the PLSI offers prospective Native law students strategies and tools for improving law school admission and successful completion. Ms. Parnall also provided information on her organization's ABA Clerkship Program. She informed the Board that applications to the program are due in March, but they are striving to reach students prior to that time. President McDonald commented that he appreciated the information and would share the information with his college's Criminal Justice department, who may seek additional information. President Allison stated that her son participated in the PLSI program, which was a helpful experience, and offered her thanks to Ms. Padilla and Ms. Parnall.

F. World Indigenous Nations Higher Education Consortium (WINHEC) Update

President Elmer Guy, Navajo Technical University, was elected Co-Chair of the WINHEC Executive Committee at the annual WINHEC meeting (August 2018) in Norway. With his election, Ms. Billy and President Guy are hopeful for more TCU involvement in WINHEC. President Guy stated that the 2019 annual meeting would be in Taiwan, although the date has not been set. The first planning meeting for WINHEC is the first week in November in Hawaii. President Guy would like to work with WINHEC on ways to protect intellectual property, and he requested ideas for goals and direction for WINHEC, per the email that AIHEC staff sent prior to this meeting. In addition to the request for ideas about the future direction of WINHEC, Ms. Billy reminded the Board that AIHEC is a founding member of WINHEC and four seats are reserved for TCUs on the WINHEC board. (The board is seated only during the annual meeting.) President Martin noted that WINHEC typically meets in August, which can be a difficult time for some TCU Presidents to meet. He asked that President Guy look into the possibility of scheduling the meeting earlier or later in the year. President Yarlott offered to reach out to the World Indigenous Games to see about establishing a partnership between the two organizations.

IX. LUNCH (Recess)

President Yarlott declared the meeting in recess at 12:18 pm for 15 minutes. The meeting resumed as a working lunch with an informative presentation by President Charles M. Roessel on the 50th anniversary of Diné College. President Roessel stated that in celebrating the anniversary, his goal was to have a “year of celebration,” which is sometimes difficult for people to embrace because most anniversary celebrations are a single event. However, the year was a success. Highlights include:

- All events, activities, initiatives were branded as part of the 50th anniversary
- Diné College Speaker Series
- Monthly highlights of graduates/alumni
- Decentralized honoring: six different sites
- Established new Diné Foundation
- Renewed mission and relevance to Navajo Nation
- Re-engagement with stakeholders (tribal, state, and federal)
- Successful gala in Scottsdale, AZ with the theme of a “Debt-free Degree” (removing hurdles to completion, allowing students to pay off debt, scholarship fundraising). The college significantly exceeded the fundraising target of \$100,000 from the gala.
- Diné Studies Research Conference and peer-reviewed journal.

As other TCUs prepare to celebrate their own 50th anniversary, President Roessel shared a few lessons learned:

- Begin planning early (approximately 1 year in advance)
- Hire an outside firm to coordinate events: an event planner is critical
- Commemorative blanket: look into using a Native-owned company. Diné College is using 8th Generation
- Include students: they are the most powerful messengers
- An interesting success at the gala was a live painting by a Navajo artist, which sold for \$8,000.

X. AIHEC AFFILIATE REPORTS

A. AIHEC Student Congress

Estabon Hayes (NWIC), ASC President, reported that the ASC is:

- Changing the title of ASC Historian to the Communications Director. By changing the name, ASC hopes to make this important position more enticing and relevant.
- Extending *The Red Shawl Project* to raise awareness of missing and murdered Indigenous women and to stand in support of survivors.
- Contacting TCUs to identify student leaders who can provide feedback related to ASC's activities. The goal is to receive feedback from each TCU.
- Developing a brochure (including digital version) to solicit greater student engagement. The brochures will be distributed at all relevant meetings and conferences.
- Creating a peer-to-peer mentorship program to help with student retention at all TCUs.
- Developing a quarterly report, which will be sent to all TCUs to keep students informed about ASC's activities.

Mr. Hayes said the ASC's priority is to increase student involvement in ASC from a greater number of TCUs. Mr. Hayes also stressed the desire to see more student participation at the annual AIHEC Student L.I.F.E. Conference with, ideally, one student from each TCU.

B. American Indian College Fund (A*CF)

President Yarlott provided brief highlights of the report included in the board book:

- Call for papers for Volume IV of the *Tribal College and University Research Journal*
- Funding is still available for faculty members seeking advanced degrees.
- The A*CF gala is scheduled for Tuesday, April 30, 2019 at Gotham Hall in New York City.

C. **FALCON-Land Grant:** A written report is included in the board book.

D. **AIHEC Tribal College and Universities Library Association:** A written report is included in the board book.

XI. AIHEC CENTRAL OFFICE REPORT

A. Legislative & Executive Branch Report

The legislative and executive branch update was provided on Tuesday, October 9, during the opening plenary session. Documents related to the update are included in the board book. Ms. Billy asked for any additional questions or comments. Ms. Billy stated that the delay in the reauthorization of the Higher Education Act (HEA) allows more time for AIHEC to determine whether there is a need for any additional amendment requests. She also reiterated that Title III–Part F funding would be the focus of the 2019 Legislative Summit. AIHEC is creating individual state profiles, with state funding totals over ten years, TCU Title III investments and accomplishments, and profiles of TCU students. The state profiles will be used during the Legislative Summit. The due date for submission of information to AIHEC is November 28.

President Tom Shortbull inquired about the effort to achieve TCU participation in the federal E-rate program. Patrese Atine responded that the outlook appears favorable, but we still have a lot of work to do. She stated that Senator Heinrich (D-NM) supports E-rate expansion in Indian Country, but his proposed legislation is cumbersome. Ms. Billy said the AIHEC-National Science Foundation

(NSF) cyberinfrastructure study is helping to build the case for TCU E-rate expansion. TCUs that have not done so should schedule cyberinfrastructure site visits soon. Once the study is complete, funding from NSF could be available to help with infrastructure upgrades, and again, the information gathered will help bolster the need for TCU inclusion in the E-rate program.

B. AIHEC Quarterly Update: Strategic Priorities

Ms. Billy shared an update on AIHEC's programmatic activities and made a few announcements. A written report is included in the board book.

- The Department of Education is hosting a meeting for the presidents of TCUs, Historically Black Colleges and Universities, and MSIs on Federal Financial Aid on November 26 and 27 in Atlanta, GA. President Boham will be a featured speaker.
- A fifth and final TCU Governance Institute for Student Success, a partnership between AIHEC and the Association of Community College Trustees, will be held in Chandler, Arizona on December 6-7, 2018. The training is provided free to teams of TCU governing boards and presidents.
- AIHEC still has at least ten VISTA project sites available for interested TCUs. John Phillips is the contact person.
- The Wells Fargo Foundation has awarded AIHEC a grant that focuses on Native language revitalization.
- AIHEC is working with NSF on a new project involving NSF's I-CORP. Some TCUs participated in the annual I-CORP conference in Arlington, Virginia on October 5. Now, a team is working on follow-up activities and partnerships.
- AIHEC has received a new grant from the Army Research Laboratory, which will sustain and build on AIHEC's Advanced Manufacturing Summer Institute program for TCU students.
- AIHEC is supporting the Reclaiming Native Truth Initiative and has done two presentations at national conferences that include the initiative so far. President Lindquist and Ms. Billy recommended the reclaimingnativetruth.com website to learn more. President Lindquist stated the site includes philanthropic research that is well written and well documented. Ms. Billy added that the site supports Native student identity.

C. Upcoming AIHEC Meetings

1. **2019 AIHEC Legislative Summit:** The Summit will be held within the first few weeks of the new 116th Congress. With at least 64 House seats (possibly more than 100) and 10 House Committee Chairs changing, the summit will include an effort to educate the new Congress. Ms. Billy stressed bringing small numbers of students who are articulate and can express how their TCU has enhanced their lives.
2. **AIHEC's 50th Anniversary: Planning Committee Needed:** AIHEC's 50th Anniversary is in five years, 2023. Presidents, assistants, and TCU organizers/planners are needed to serve on a committee to raise funds and organize activities at the local, regional, and national levels. AIHEC would like the anniversary to be an inclusive, national celebration with a focus on place and community. Ideally, AIHEC would like to establish a planning committee soon to begin the initial planning efforts.
3. **2019 AIHEC Summer Board Meeting:** President Martin offered to host the AIHEC 2019 summer board meeting at the Institute of American Indian Arts in Santa Fe, NM. His offer was enthusiastically accepted.

D. General Information

AIHEC will assign new Presidents a mentor to help ease the transition into their new position.

XII. COMMITTEE REPORTS AND MOTIONS

A. Research Committee: Leander McDonald, Chair

The Research Committee reaffirmed President McDonald as Chair. No motions were put forth to the Board, but the committee had good discussions on a variety of topics. One question, posed by President Guillory, was “how does a TCU engage in Indigenous research when so many of our researchers are non-Native?” Several interesting ideas were discussed. The Committee will work with AIHEC staff to develop a “common read” for faculty that looks at research and responsibility from a non-Western worldview.

B. Membership and Accreditation Committee: Robert Bible, Chair

The Membership and Accreditation Committee reaffirmed President Bible as Chair. The Committee accepted a status report from the California Tribal College, an Emerging Member. The Committee approved two motions, with one requiring board action:

MOTION:

President Bible moved [seconded by President Alison] that AIHEC rejoin the Association of Public and Land-grant Universities (APLU) on behalf of all TCUs.

DISCUSSION:

AIHEC had been a member of APLU for several years, beginning in the late 1990s until four or five years ago. Throughout that time, AIHEC and the TCUs essentially agreed to the annual appropriations requests made by APLU, which in most years did not include an increase in 1994 funding. After AIHEC ended our APLU membership, we were able to work with Congress to achieve a doubling of funding for extension and research. Despite this history, the Membership and Accreditation committee supports rejoining APLU at this time for several reasons: (1) AIHEC will ensure that we are not bound to low APLU funding requests. (2) AIHEC has a stronger working relationship with the APLU staff and the APLU advocacy firm. As illustration, during recent Farm bill negotiations, APLU supported AIHEC's amendments. (3) APLU's advocacy efforts could be beneficial to the 1994s, and by being a member of APLU, AIHEC can work to influence change internally. (4) APLU members could help 1994 institutions expand in key areas, such as agri-business and scaling up 1994 research efforts.

OUTCOME:

The motion was agreed to by voice vote.

President Bible informed the Board that the Committee takes duties seriously in the monitoring of AIHEC membership to ensure compliance with AIHEC bylaws and the Board's established policies and procedures. Sometimes, this involves making decisions that may seem harsh. At the meeting on Tuesday, the Committee passed a motion not to extend Wind River Tribal College's complementary membership in AIHEC, based on non-compliance with the membership criteria set forth in the AIHEC bylaws. President Bible stressed; however, that Wind River Tribal College could reapply for AIHEC membership in the future.

MOTION:

President Shortbull moved [seconded by President Boham] to affirm the Membership and Accreditation Committee's decision to officially terminate Wind River Tribal College's membership in AIHEC.

OUTCOME:

The motion was agreed to by voice vote.

C. Student Activities Committee: Robert Martin, Chair

The Committee met with a quorum present. Members voted by acclamation to re-affirm President Martin as Chair. The Committee considered several motions that President Martin presented to the Board.

MOTION: *Annual Student Conference Handbook Changes*

President Martin moved [seconded by President McDonald] that the AIHEC Board of Directors approves the following changes to the AIHEC Student Conference Handbook regarding (a) awards for all competitions and (b) the speech competition:

(1) Competition Awards:

Individual Competitions – Cash Awards and Commemorative Plaques:

- (a) First Place: Plaque and \$100;
- (b) Second Place: Plaque and \$75;
- (c) Third Place: Plaque and \$50.

Team Competitions – Team Cash Awards and Trophies:

- (a) First through Third Places: Trophies and
- (b) Cash awards, based on the minimum number of members needed to make a team:
 - 1. First Place: \$100 multiplied by the minimum number of team members required in the Handbook (e.g. if hand games requires a minimum of six players, then first place would receive \$600 (\$100 x 6);
 - 2. Second Place: \$75 x minimum number required to participate (e.g. \$75 x 6);
 - 3. Third Place: \$50 x minimum number required to participate (e.g. \$50 x 6).

This shall be the format for all team competition. In all cases, the minimum required number of team members shall be used.

(2) Speech Competition Rules:

- *Flexibility in the number of judges needed (page 105):*
Change: "6. The judges for the event will be hired by the coordinator."
Current Process: 6. The three (3) judges for the event will be hired by the coordinator.
- *Rehearsal/Practice Round:*
Change: Elimination of the rehearsal round.
Current Process: "The first day of the student conference will be an optional rehearsal day. A paid professional to provide feedback is recommended. Student competitors are not required to rehearse."

Change: #15, for conformity, strike the following text (as indicated), to conform the rules to the change proposed by eliminating #15 (Rehearsal/Practice Round): ~~The first day of the student conference will be a rehearsal day for the competitors. The Speeches coordinator can hire a paid professional to provide feedback to the student competitors and coaches. Feedback from a paid professional will be a one-way interaction; there is not enough time for every coach or student competitor to comment on the feedback.~~

- *Various (page 115):*

Change 1: The Speech coordinator is chosen by the host committee. The Speech coordinator will reserve two (2) appropriately sized Speech locations depending on whether an audience will be permitted. If an audience is permitted to attend, then a larger conference room will be required; if no audience is permitted, then the coordinator can reserve three (3) classroom-sized rooms.

Current Process: The Speech coordinator is chosen by the host committee. The Speech coordinator will reserve three (3) appropriately-sized Speech locations depending on whether an audience is permitted. If an audience is permitted to attend, then a larger conference room will be required; if no audience is permitted, then the coordinator can reserve three (3) classroom-sized rooms.

- *Judges:*

Change 2: The Speech coordinator needs to hire or recruit at least two (2) impartial Judges. The judging for the Speeches competition will be all day on one day with one round and one final. Upon arrival, judges should check in at the registration desk, get their name badge, and then find the correct conference room or classroom.

Current Process: The Speech coordinator needs to hire or recruit at least three (3) impartial judges. The judging for the Speeches competition will be all day on two days; each day is broken into 2 distinct sessions, morning and afternoon. Upon arrival, judges should check in at the registration desk, get their name badge, and then find the correct conference room or classroom.

OUTCOME:

The motion was agreed to by voice vote.

MOTION: *AIHEC Student Congress Constitution Amendments*

President Martin moved [seconded by President Allison] that the AIHEC Board of Directors approves changes to the AIHEC Student Congress Constitution, as follows:

- (1) HISTORIAN: Changes to the title and duties of the AIHEC Student Congress Historian.
- (2) AIHEC STUDENT CONGRESS ELECTION PROCESS (section 6.02 and 6.05): strike existing language on the election speeches and timing and insert:
 - a. ASC election candidate speeches will be conducted in a 30-minute session immediately following the Parade of Flags ceremony at the annual AIHEC Student Conference.

- b. Each AIHEC member institution shall have one vote after the Parade of Flags ceremony at the annual AIHEC Student Conference for each officer position on the ballot; which shall be cast by the institution's General Member.
- c. 6.05: The ASC shall work with the annual AIHEC Student Conference Committee to ensure they allocate time immediately following the Parade of Flags Ceremony to conduct AIHEC Student Congress election speeches.

DISCUSSION

An inquiry was made regarding the timing of the candidate elections, should voting occur immediately after the speech on the morning of the first day of the conference: would students put up posters to advertise themselves prior to the Parade of Flags? If so, would anyone see them, or is this part of the election process eliminated? President Martin responded that they could do so before the election, but the requested change to the ASC Constitution reflected a lack of student attendance in ASC candidate speech sessions, which often is the only way that student voters can gain information about the candidates' platforms and goals. The hope is that the change to an earlier voting time, following the well-attended Parade of Flags, will allow for greater *informed* student voting.

President Shortbull requested further clarification on the exact timing of student voting during the annual conference. President Martin responded that voting would occur after the Parade of Flags, immediately after the speeches, so that more students are present and have the option to vote; however, there could be some flexibility in timing based on the TCU hosts' preferences. Because the opening plenary session will require additional time, the start of competitions will need to be moved back to accommodate the time needed for student speeches and voting.

President Yarlott shared his understanding that there would be 30 minutes allotted for speeches and the voting would take place throughout the Student Conference. President Shortbull further questioned when the voting would take place, as the motion denotes voting will occur directly after the speeches and not throughout the remainder of the Student Conference. Stacia Prue, AIHEC, clarified that voting will only take place immediately after the candidate speeches.

Due to the conflicting understand of the timing of the vote and the concerns raised, President Martin stated that the decisions on when to conduct voting needed further discussion by the Student Activities Committee, and perhaps the AIHEC Student Conference Commission. He sought and received concurrence from President Allison to withdraw the motion.

OUTCOME:

President Martin stated that if there were no objections, he would withdraw his motion. Hearing no objection, the Chair stated that the motion is withdrawn and referred to the Student Activities Committee for further review.

President Martin stated that the Committee had approved an additional recommended change regarding the ASC election process and succession of leadership, but the Governance

Committee returned the motion for further review and revision by ASC officers and AIHEC staff. The ASC was encouraged to consult TCU governance by-laws.

MOTION: *AIHEC Athletic Commissioner Appointment*

President Martin moved [seconded by President Sangrey-Billy] to affirm Brady Fairbanks, Leech Lake College, to serve on the AIHEC Athletic Commission.

OUTCOME:

The motion was agreed to by voice vote.

MOTION: *AIHEC Athletic Commission*

President Martin moved [seconded by President Guy] that: (1) the AIHEC Basketball Tournament application shall be amended to specify that TCUs will be allowed to preselect their desired division when applying, with the signed approval of their respective president; (2) the AIHEC Board of Directors approves the proposed AIHEC Athletics Eligibility form; and (3) finally, that the Board approves the AIHEC Transgender Student Athlete Policy as proposed by the AIHEC Athletic Commission and approved by the Student Activities Committee.

OUTCOME:

The motion was agreed to by voice vote.

President Martin concluded his presentation by announcing that the AIHEC Athletic Commission is seeking one female coach to serve on the Commission. He urged presidents who have a female coach to consider nominating her.

The Chair requested volunteers to fill the vacancy. Hearing none, he encouraged the Board to think about possible nominations, discuss with request to serve with their coaches, and follow-up with recommendations for the two-year term position.

D. Tribal College Journal Advisory Board: Pearl Brower, Chair

President Vermillion provided brief remarks on the TCJ Advisory Board meeting.

- The advisory board reaffirmed President Brower as the Tribal College Journal Advisory Board Chair.
- The Board received a report from TCJ staff on the purpose, audience, and impact of the TCJ.
- The TCJ is publishing a new e-book on language revitalization.
- TCJ's upcoming editorial themes include women in the TCU Movement, TCU infrastructure, STEM, TCUs as sanctuaries, TCU research, and more.
- TCJ is holding an online silent auction fundraiser on November 19 through December 24. TCJ is seeking donations and bidders.

XIII. NEW BUSINESS

A. Iḷisaḡvik College: Master Plan for New Campus

President Pearl Brower presented a draft resolution for the Board's consideration regarding support for the completion of Iḷisaḡvik College's Master Plan (new campus in Barrow, AK). President Yarlott expressed his support for President Brower's efforts but expressed concern about the precedent that would be established if the Board passed a resolution supporting a

specific effort by one member. Therefore, the Chair presented an amended resolution that supports all potential new TCU campus construction, but which includes reference to Iłisaḡvik College. The amended resolution will unite TCUs in support of one another, he stated. President Brower expressed her enthusiasm for this resolution.

MOTION:

President Guy moved [seconded by President Vermillion] to approve the resolution in support of new campus construction for all TCUs.

OUTCOME:

The motion was agreed to by voice vote.

B. OTHER

President Allison introduced Pueblo of Acoma 1st Lt. Governor Raymond Concho Jr. and Lorissa Garcia, President of the Pueblo of Acoma Board of Education, strong advocates for excellence in tribal education. Chair Yarlott introduced Aaron Payment, Chair of the Sault Ste. Marie Tribe of Chippewa Indians and member of the executive committee/board for the National Congress of American Indians (NCAI), who is a strong supporter of Tribal Colleges. President McDonald requested Chair Payment's support in securing Tribal College representation on the NACIE board.

President Yarlott provided a brief update on the 2019 AIHEC Student Conference, scheduled for Billings, MT. on March 17-19, 2019, with preliminary events starting on March 16. The website will be live soon. Information for the 2019 Basketball Tournament, hosted by Little Big Horn College, will be distributed shortly.

XIV. ADJOURNMENT

MOTION:

President Sangrey-Billy moved [seconded by President Chenault] that the 2018 AIHEC Fall Board of Directors meeting be adjourned.

President Murray offered a closing prayer.

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 3:14 pm EST.

Minutes prepared by AIHEC staff.

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

2019 Spring BoD Meeting

Executive Committee Minutes:

October 2018-January 2019

(no meeting in December 2018 or February 2019)

MINUTES OF THE AIHEC OCTOBER 2018 EXECUTIVE COMMITTEE MEETING
Connecticut Convention Center, Room 22
Hartford, Connecticut

Convened on Monday, October 20, 2018

I. CALL TO ORDER AND ROLL CALL

AIHEC Board Chair, David Yarlott, called the October 2018 meeting of the AIHEC Executive Committee meeting to order at 5:40 pm 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
Justin Guillory, Treasurer
Robert Bible, Membership & Accreditation Chair
Robert Martin, Student Activities Committee Chair
Cynthia Lindquist, Member-at-Large

A quorum was established.

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

II. REVIEW & APPROVAL OF THE MEETING AGENDA

Chair Yarlott presented the agenda for the October 2018 committee meeting and requested approval.

MOTION:

President McDonald moved [seconded by President Martin] to approve the meeting agenda.

OUTCOME:

The motion was agreed to by voice vote.

III. REVIEW AND APPROVAL OF THE SEPTEMBER 2018 COMMITTEE MINUTES

Secretary McDonald presented the minutes of the September 2018 Executive Committee meeting for review and approval.

MOTION:

President McDonald moved [seconded by President Martin] to approve the minutes of the September 2018 Executive Committee meeting, as presented.

OUTCOME:

The motion was agreed to by voice vote.

IV. LEGISLATIVE & EXECUTIVE BRANCH UPDATES & ISSUES

Ms. Billy stated that an update will be provided on Tuesday morning, October 9, during the opening plenary session.

V. TCU and AIHEC Central Office Updates & Issues

A. Fall 2018 Board of Directors Meeting

Ms. Billy provided an overview of the 2018 Fall Board of Directors schedule of events and brought a few items to the attention of the committee:

- On October 9 at 8:00 a.m., the AIHEC board will meet with members of the executive committee of the National Indian Education Association (NIEA). President Yarlott will open the meeting, along with NIEA President Jolene Bowman. TCU presidents and NIEA committee members will briefly discuss key issues and potential areas of partnerships. The discussion is not formal and cannot exceed one hour. President Lindquist asked that the names of NIEA's executive committee be emailed to AIHEC's executive committee.
- The opening plenary session follows breakfast. Two Dogs (Bruce Bozeman), ceremonial pipe carrier of the Mohegan Tribe, will provide a cultural welcoming. The legislative and executive branch updates will follow, with committee meetings taking place throughout the rest of the day.
- On Wednesday, October 10, the AIHEC board will meet. Due to NIEA's opening session that evening, the AIHEC board meeting must end no later than 4:45 pm. To ensure that the meeting stay on schedule, staff recommend that we have a working lunch. In addition, President Roessel, Diné College, will give a short presentation on Diné College's 50th Anniversary events.
- President McDonald was asked and agreed to perform an honor song during the board meeting for President Davis, Turtle Mountain Community College, in recognition of his upcoming retirement. The committee agreed to move the honoring to immediately prior to lunch. This schedule change will be recorded on the board agenda in BoardMax.
- The AIHEC bylaws state that elections for all officers and committee chairs (executive committee) shall occur at the fall board meeting of every even numbered year. This year, all members of the executive committee are eligible for reelection. Should any new officers or committee chairs be elected, their terms will begin following the conclusion of the fall meeting.
- President Brower, Iłisaǵvik College, has requested that the board consider a resolution expressing support for a new campus master plan for Iłisaǵvik College, which will assist with the college's fundraising efforts. The committee requested that staff modify the draft resolution to more generally express support for all TCU facility and infrastructure needs, citing Iłisaǵvik College's master plan as an example of the AIHEC-wide need. The revised resolution is to be presented to the governance committee for consideration on Tuesday, October 9.

B. Central Office Updates

- AIHEC has received word from the Wells Fargo Foundation that we will receive an award related to best practices in Native language programming at TCUs.
- AIHEC recently received a new award under the USDA's Outreach and Assistance for Socially Disadvantaged and Veteran Farmers and Ranchers program, which falls within AIHEC's Land-grant portfolio.
- AIHEC has been engaged in discussions with the Army Research Laboratory to continue and expand our annual Advanced Manufacturing Summer Research Institute for TCU students, potentially through a new multi-year grant award.

VI. Miscellaneous & New Business

- President Guillory stated that he recently met with Colby Duren, Native Farm Bill Coalition, and inquired whether AIHEC has been involved with the group. Ms. Billy and Ms. Atine explained AIHEC's relationship with the group, stating that although the group expressed specific opposition to including

the 1994 Land-grant institutions (TCUs) in two programs that were open to all other Land-grant institutions -- the Federal Recognized Tribal Extension Program (FRTEP) and the Children Youth and Family at Risk (CYFAR) program – the coalition’s position changed somewhat following Senate passage of the Farm Bill. In recognition of the inequity caused by excluding TCUs from programs that are vital to tribes and tribal communities, the Senate bill includes TCUs in FRTEP and CYFAR, as well as forestry research programs under the McIntire-Stennis Act of 1962. Ms. Atine added that AIHEC has been active during the Farm Bill reauthorization efforts to highlight AIHEC’s policy recommendations, often sitting alongside representatives from the Native Farm Bill Coalition.

- Ms. Billy called the committee’s attention to a recent news article regarding the U.S. Department of Education’s action to assess a \$1 million fine against the University of Montana for Cleary Act violations, noting that the Department is not easing oversight of statutory requirements.
- President Yarlott shared that Montana State University recently announced that it had received a \$12 million gift to construct a Native American Student Center.

VII. Adjournment

MOTION:

President Guillory moved [seconded by President McDonald] that the October meeting of the AIHEC Executive Committee be adjourned.

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 6:35 pm EDT.

Minutes prepared by AIHEC staff.

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

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

MINUTES OF THE AIHEC NOVEMBER 2018 EXECUTIVE COMMITTEE MEETING
Convened by Conferenced Call on Thursday, November 15, 2018

I. CALL TO ORDER AND ROLL CALL

AIHEC Board Vice-Chair, Elmer Guy, called the November 2018 meeting of the AIHEC Executive Committee meeting to order at 12:05 pm ET. The roll was called with the following results:

Members Present:

Elmer Guy, Vice-Chair
Leander R. McDonald, Secretary & Research Committee Chair
Justin Guillory, Treasurer
Robert Bible, Membership & Accreditation Chair
Robert Martin, Student Activities Committee Chair
Cynthia Lindquist, Member-at-Large

Members Absent:

David Yarlott, Chair

A quorum was established.

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

II. REVIEW & APPROVAL OF THE MEETING AGENDA

Vice-Chair Guy presented the agenda for the November 2018 committee meeting and requested approval.

MOTION:

President Bible moved [seconded by President Lindquist] to approve the meeting agenda.

OUTCOME:

The motion was agreed to by voice vote.

III. REVIEW AND APPROVAL OF THE OCTOBER 2018 COMMITTEE MINUTES

Secretary McDonald presented the minutes of the October 2018 committee meeting for review and approval.

MOTION:

President McDonald moved [seconded by President Martin] to approve the minutes of the October 2018 Executive Committee meeting, as presented.

OUTCOME:

The motion was agreed to by voice vote.

IV. LEGISLATIVE & EXECUTIVE BRANCH UPDATES & ISSUES

A. 115th Congress: Lame Duck Session Update

- Ms. Atine provided an overview on the status of the remaining seven unfinished appropriations bills. The current continuing resolution (CR) provides funding until December 7, 2018. Three scenarios were discussed. First scenario: passage of another CR containing all seven bills and funding the

corresponding federal agencies through the fiscal year or through early in the 116th Congress. Second scenario: Congress could attempt to pass two separate “minibuses” (one measure containing a group of several appropriations bills): Minibus #1 would be Agriculture, Transportation/HUD, Financial Services, and Interior/Environment and Minibus #2 would be Homeland Security; Commerce/Justice/Science; and State. Third scenario: failure to pass any CR, resulting in a lapse in funding and a partial government shutdown. Ms. Billy stated that there is much speculation that President Trump will allow a partial government shutdown to push for funding for a US-Mexico border wall. She noted that this could be a prolonged shutdown.

- President McDonald asked about the status of NCAI Executive Director, Jackie Pata. Ms. Atine responded that Ms. Pata is on administrative leave.
- In regards to the Farm Bill, key members of the House-Senate conference committee continue to negotiate certain sections of the bill. As reported during earlier executive committee meetings, AIHEC has advocated for several changes to the Farm bill to benefit TCUs. The Senate version of the Farm bill includes all of the AIHEC recommendations. During the Farm Bill conference negotiations, congressional staffers continue to reassure AIHEC staff that the AIHEC recommendations remain noncontroversial, meaning we should see the provisions in the final bill. Congressional staff are optimistic that the Farm Bill will be finished before the end of the year.

B. 116th Congress Overview

- As the 116th Congress approaches, several priorities are already being discussed by incoming legislators, administration officials, and pundits. Some suggest that a major infrastructure package may be a priority early in the new Congress. However, it is unclear whether the preference will be for short-term projects, long-term projects, or shovel ready projects. As infrastructure discussion arise, AIHEC staff will continue to advocate for construction and renovation funding for TCU facilities.
- Reauthorization of the Higher Education Act undoubtedly will be a priority for the 116th Congress. During the 115th Congress, the House Education and Workforce Committee Chairwoman Virginia Foxx (R-NC) introduced the PROSPER Act (H.R. 4508) which was widely unpopular across the higher education community. Subsequently, House Education and Workforce Ranking Member Bobby Scott (D-VA) released the AIM Higher Act (H.R. 6543) which included many of the AIHEC recommendation. Despite the change in House leadership, it will still be difficult for Congress to pass comprehensive HEA reauthorization legislation. Instead, we may see HEA legislation introduced piece by piece in an effort to reauthorize certain sections of HEA.
- Overall, it is expected that Republicans will push to cut federal spending, making it difficult to pass any major legislation in the 116th Congress.

C. Executive Branch Update

- It is anticipated that the Department of Education soon will release proposed regulations for Title IX, followed by a 60-day public comment period. The higher education community is concerned with the potential changes to the sexual assault regulations within Title IX. AIHEC will continue to keep the committee apprised of the proposed changes and will weigh in with the Department, as necessary.
- The 7th annual BIE, ED, AIHEC meeting was held on November 5, 2018 at the Department of Education. The meeting provided an opportunity for ED and BIE to update to the collective group on departmental efforts to support TCUs.
- President Guy asked for updates on efforts to add TCUs to the E-rate program. Broadband expansion remains a popular issue in DC. AIHEC continues to work with Congressional staff to advocate for the inclusion of TCUs in any future infrastructure bill, as well as to include TCUs in the reintroduction of broadband specific bills.
- The Department of Education is hosting a MSI Leadership Financial Aid Summit November 26-27 in Atlanta, GA. The summit will be an opportunity for new TCU presidents to gain an overview of federal

financial aid programs, and it should provide an opportunity for all TCUs to raise key issues (such as the expiration of Title III Part F) with Secretary DeVos and Principal Deputy Under Secretary Diane Jones. President Lindquist stated that she had registered to attend the Summit but is now unable to attend due to scheduling conflict with an American Indian/Alaska Native Head Start Tribal consultation meeting. President McDonald stated that he plans to attend the Summit.

V. TCU AND AIHEC CENTRAL OFFICE UPDATES & ISSUES

- Ms. Billy stated that the AIHEC central office will be closed during the week between December 25 and January 1.
- November is the National American Indian Heritage Month and AIHEC has participated in many events, including delivering several keynote addresses. Ms. Aline attended an event hosted by the Senate Committee on Indian Affairs promoting Indigenous artists, which featured a student artist from the Institute of American Indian Arts (IAIA). Additionally, the Department of Education and AIHEC collaborated on a multi-media display highlighting Tribal Colleges that is on display at all Department of Education (DoE) offices across the nation, with an additional display at the DoE headquarters in Washington, DC.
- President Martin offered to co-host the AIHEC 2019 Summer Board Meeting at the Institute of American Indian Arts in Santa Fe. Proposal dates are June 19-21, 2019. President Martin stated that his staff are currently looking into two hotels, Buffalo Thunder Hotel and Drury Plaza Hotel, as possible host hotel locations.
- Ms. Billy mentioned that the final training session for TCU governing boards, "TCU Governance Institute for Student Success 4.2," is set for December 6-7, 2018 in Chandler, AZ. In early January, AIHEC will host an NIH-sponsored meeting with TCU health careers/nursing faculty in Arizona and a TCU Continuing Education Program Standards meeting with the BIE and the International Association for Continuing Education and Training in Albuquerque, NM.

VI. ADJOURNMENT

MOTION:

President Bible moved [seconded by President Martin] that the November meeting of the AIHEC Executive Committee be adjourned.

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 12:49 pm ET.

Minutes prepared by AIHEC staff.

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

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

DRAFT:

**MINUTES OF THE AIHEC JANUARY 2019 EXECUTIVE COMMITTEE MEETING
Convened by Conferenced Call on Thursday, January 17, 2019**

I. CALL TO ORDER AND ROLL CALL

AIHEC Board Chair, David Yarlott, Jr., called the January 2019 meeting of the AIHEC Executive Committee to order at 12:04 pm ET. The roll was called with the following results:

Members Present:

David Yarlott, Jr., Chair
Elmer Guy, Vice-Chair
Leander R. McDonald, Secretary & Research Committee Chair
Justin Guillory, Treasurer
Robert Bible, Membership & Accreditation Chair
Robert Martin, Student Activities Committee Chair
Cynthia Lindquist, Member-at-Large

A quorum was established.

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

II. REVIEW & APPROVAL OF THE MEETING AGENDA

Chair Yarlott presented the agenda for the January 2019 committee meeting and requested approval.

MOTION:

President Martin moved [seconded by President Lindquist] to approve the meeting agenda.

OUTCOME:

The motion was agreed to by voice vote.

III. REVIEW AND APPROVAL OF THE NOVEMBER 2018 COMMITTEE MINUTES

Secretary McDonald presented the minutes of the November 2018 committee meeting for review and approval.

MOTION:

President McDonald moved [seconded by President Martin] to approve the minutes of the November 2018 Executive Committee meeting, as presented.

OUTCOME:

The motion was agreed to by voice vote.

IV. LEGISLATIVE & EXECUTIVE BRANCH UPDATES & ISSUES

A. Legislative Update: Fiscal Year 2019 Appropriations & Federal Shutdown

- Nine of the 15 federal departments have been closed or partially closed since December 22, 2018 due to a lapse in Fiscal Year (FY) 2019 funding. This partial shutdown includes the Departments of the Interior and Agriculture, which both provide funding to TCUs. However, because all Tribal Colleges and Universities are now funded on an academic year schedule, the lack of an FY2019 appropriations bill for the Department of the Interior does not impact TCU operating funding at this point. Further, the FY2019 funding bill for the Department of Education was signed into law on September 28, 2018 and

the Education Department, along with the Departments of Labor, Defense, and Health and Human Services are open. House and Senate members have proposed several continuing resolutions (CRs) to immediately reopen the government and provide time to negotiate a final FY2019 funding bill. However, President Trump has stated that he will only approve a funding package if the budget includes at least \$5 billion for a U.S.-Mexico border wall.

- Earlier in the appropriations process, the House proposed a \$5 million increase in Interior funding for TCUs, but the Senate-passed measure would cut or level fund TCUs. Currently, the Senate funding bills are being put forth as the most viable vehicles for reaching compromise and ending the shutdown. Other potential strategies for ending the shutdown include a full year CR combined with a disaster relief package and a declaration by the president that the status of the U.S. southern border constitutes a national emergency, thereby subverting the appropriations process. From a TCU funding perspective, the House Interior bill is much more favorable than the Senate version. AIHEC continues to advocate for the highest possible level of TCU funding in the final funding package, whenever an agreement is reached and whatever the form.

Due to the extent of policy disagreement between the new House Democratic majority, the Senate Republican leadership, and the Administration, several more weeks may pass before a final agreement is reached and the partial shutdown is ended. Further, in the event of a national emergency declaration, any unobligated federal funding could be reclaimed by the federal government to fund a border wall. Several TCUs have large amounts of funding from previous fiscal years sitting in certain USDA accounts, including the 1994 endowment program and extension program. Ms. Billy stressed the importance of drawing down all USDA 1994 funds, particularly past-year endowment and extension funding, as soon as the USDA reopens.

B. U.S. Department of Education Issues

- **The Secretary's Priorities: *Rethinking Higher Education***

In late December, Education Secretary Betsy DeVos laid out her vision for higher education reform, calling for a fundamental re-examination of how colleges operate, whom they serve, and how they measure success. Key issues include increased tuition prices and student-loan debt for students, over regulation, credentialing/new forms of higher education, and concerns that colleges are not preparing students for the workforce. A copy of the Secretary's white paper on Rethinking Higher Education is included in the meeting packet.

- **The Secretary's Priorities: *Accreditation Reform***

Along with the white paper on Rethinking Higher Education, the Secretary also released a document on her priorities for reforming the accreditation process. Issues include encouraging innovation in higher education, regulation of distance-education programs, and monitoring/measuring mission-driven (faith-based and for-profit) institutions. A copy of this paper also is included in the meeting packet. AIHEC has met with the Secretary and Education Department leadership on both papers.

- **Project Success: *Future of Achieving the Dream & TCUs***

The agreement between the Office of Federal Student Aid/Department of Education and Great Lakes Philanthropy (now Ascendium Education Group), which includes significant funding to Achieving the Dream (ATD) to provide services to TCUs, is nearing the end of its 3-year funding commitment. Concern has been expressed about the cost per TCU student of the ATD program component, as ATD participation is expensive regardless of institution size. Ms. Billy inquired whether the Achieving the

Dream experience has been valuable to TCUs, particularly given the cost of the program. President Yarlott responded that the student emergency aid program and the developmental math program have been very useful resources for his students. Similar sentiments were expressed by other committee members and a brief discussion on the Project Success initiative occurred.

President Bible asked for an update on AIHEC's recommendation of two individuals to serve on the National Advisory Council on Indian Education (NACIE). Ms. Billy responded that AIHEC submitted two NACIE nominations to the Department of Education in 2018 but no decision has been made yet.

V. Miscellaneous & New Business

A. APLU Boards and Commissions

APLU has asked AIHEC to provide recommendations for participation in several key boards and commissions. AIHEC is also working with APLU on several meeting ideas and other ways to enhance engagement and strengthen TCU land-grant programs. The committee discussed potential nominees and recommendations, with the following results:

- Policy Board Advisor nominees: Steve Yanni, Bay Mills Community College (lead), and Charlene Carr, IAIA (alternate). It was noted that the nominee's TCU must agree to cover the participant's travel. This funding, however, can be included in any land-grant award.
- Budget and Advocacy Committee and the Congressional, Legislative, and Policy Committee: John Phillips and Patrese Atine.
- CARET (community based advocacy board): Potential nominees are Joe McDonald, former Salish Kootenai College president, or Terry Tatsey, former land-grant director at Blackfeet Community College. CARET covers travel expenses.
- ECOP (Extension Board): Brian Kowalkowski, College of Menominee Nation.

MOTION:

President McDonald moved [seconded by President Guy] to accept the recommendations and nominations for the APLU boards and commissions, as discussed.

OUTCOME:

The motion was agreed to by voice vote.

AIHEC is planning to work with APLU to host an event or activity to commemorate the 25th Anniversary of TCU Land-grant status. An event could occur during the AIHEC fall board of directors meeting on October 7-9 in Minneapolis, MN, or during the APLU annual conference on November 10-12 in San Diego, CA.

VI. AIHEC 2019 Legislative Summit: Overview & Discussion

Ms. Billy noted that the federal shutdown would not impact the annual AIHEC Legislative Summit, formally the AIHEC Winter Meeting, because Congress is still in session. The schedule for the Summit has been updated and changed from the format used in previous years. The Summit begins on Monday, February 4, with a short opening plenary session. Presenters will include Terry Hartle, American Council on Education, and the Honorable Tara Sweeney, Assistant Secretary for Indian Affairs. Following the opening session, we will have a short advocacy workshop and state delegation planning meetings. Two congressional panels are scheduled for the afternoon on Capitol Hill: (1) Higher Education Act (HEA) Reauthorization with key House and Senate higher education committee staff; and (2) Senate Committee on Indian Affairs (SCIA) staff, who will share their personal experiences and journeys to Capitol Hill. Tuesday morning will begin with a special session on the Hill with Representatives Deb Haaland (D-NM) and Sharice Davids (D-KS). The traditional

Capitol Hill delegation meetings will begin following this session and will continue throughout the remainder of Tuesday and all day Wednesday. We will hold Congressional Staff Briefing on the importance of the federal investment in the Strengthening Institutions-Part F program on Wednesday afternoon with our partners in the Alliance for Equity in Higher Education, NAFEO, HACU, and AAPIACU. Consistent with the theme of the briefing, the primary focus of the Capitol Hill meetings will be the reauthorization of the Strengthening Institutions-Part F (Title III) program. Ms. Billy asked for one TCU president to speak at the briefing on behalf of the TCUs. Chair Yarlott was unanimously recommended to speak.

A closing debriefing session will occur on Thursday morning, followed by two meetings for all TCU presidents and representatives: Thursday afternoon, we will meet with the Department of Education's acting Under Secretary, Diane Jones, and Ron Lessard, acting Executive Director of the White House Initiative on American Indian and Alaska Native Education (WHIAIANE). Secretary of Education DeVos has been invited as well. On Friday, AIHEC and WHIAIANE will host an inter-agency meeting involving representatives from various federal departments and programs. The discussion will include the agencies' commitments to TCUs. This meeting has become a work in progress as several of the agencies are closed as a result of the government shutdown.

VII. TCU and AIHEC Central Office Updates & Issues

A. Staff Changes

- Kay Heatley, AIHEC Creative Director and Web Designer, retired on January 15, after 12.5 years of service.
- To help lessen the impact of the federal shutdown where we can, AIHEC temporarily contracted with Alex Grandon, a current federal contract worker and former AIHEC employee, to help with AIHEC audit preparations.

B. New Grants

- AIHEC has been awarded a 5-year, \$2.2 million direct expenses grant, Strengthening the Native Health Career Workforce, from the National Institutes of Health. The USDA also awarded AIHEC a new grant just before the federal government shutdown.

C. Update on January 2019 TCU CEU Meeting

The TCU CEU Standard (IACET) Compliance Training Workshop was held on January 8-9 in Albuquerque, NM. The workshop, which was convened through the BIE-AIHEC partnership, was informative and productive. As the IACET trainer guided TCU staff through the Standard, the group identified several areas where the Tribal College Act and its regulations need to be amended or updated. Most attendees expressed support for the IACET Standard, which provides a process for helping to ensure quality and consistent community-based programs. AIHEC will submit a package of proposed amendments to a working group of TCU staff for feedback, and the group may get together after the Legislative Summit to further develop a plan for administering high quality continuing education programs and consistently tracking CEU credits among all TCUs.

D. Bacone College

Ms. Billy reported that she recently spoke with President Ferlin Clark, Bacone College. The college may be interested in following the model used by Alaska Pacific University (APU) in its efforts to transition into a TCU. However, a chartering tribe has not been identified. One challenge facing Bacone College is that it is located on Muscogee Creek land, which has already chartered its own TCU. (Operating funding under Title I of the Tribally Controlled Colleges and Universities Assistance Act is limited to one

college per chartering tribe.) Bacone has relationships with other tribes in Oklahoma, and one of these may be willing to grant the college a charter. Separately, Bacone College has reestablished its arts program, so the college may be interested in joining the IAIA legislation as another possible avenue to becoming a TCU. President Lindquist asked President Bible why the College of the Muscogee Nation (CtMN) does not take over Bacon College. President Bible shared that Bacone's existing debt, as well as other challenges facing many small liberal arts colleges, are cause for concern. President Martin inquired whether Bacone College has asked for AIHEC's support. Ms. Billy responded that President Clark has asked for assistance and documents, but has not requested a motion of support.

VIII. ADJOURNMENT

MOTION:

President Martin moved [seconded by President Lindquist] that the January meeting of the AIHEC Executive Committee be adjourned.

OUTCOME:

The motion was agreed to by voice vote.

Accordingly, the meeting was adjourned at 12:59 pm ET.

Minutes prepared by AIHEC staff.

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

Leander R. McDonald, Secretary
American Indian Higher Education Consortium

Date

2019 Spring BoD Meeting

Treasurer's Report



**AMERICAN INDIAN
HIGHER EDUCATION CONSORTIUM**

AUDIT REPORT

**FINANCIAL AND FEDERAL AWARD
COMPLIANCE EXAMINATION**

FOR THE YEAR ENDED SEPTEMBER 30, 2018

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

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CONSOLIDATED FINANCIAL STATEMENTS



**AMERICAN INDIAN HIGHER EDUCATION
CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**FOR THE YEAR ENDED SEPTEMBER 30, 2018
WITH SUMMARIZED FINANCIAL
INFORMATION FOR 2017**

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST

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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
American Indian Higher Education Consortium
Alexandria, Virginia

To the Board of Trustees
American Indian Higher Education Consortium Real Estate Investment Trust
Alexandria, Virginia

Report on the Financial Statements

We have audited the accompanying consolidated financial statements of the American Indian Higher Education Consortium (AIHEC) and the American Indian Higher Education Consortium Real Estate Investment Trust (the Trust), collectively, "the Entities", which comprise the consolidated statement of financial position as of September 30, 2018, and the related consolidated statements of activities and change in net assets, functional expenses and cash flows for the year then ended, and the related notes to the consolidated financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these consolidated financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these consolidated financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the consolidated financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the consolidated financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the consolidated financial position of the Entities as of September 30, 2018, and the consolidated change in their net assets and their consolidated cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Entities' consolidated 2017 financial statements, and we expressed an unmodified audit opinion on those audited consolidated financial statements in our report dated April 24, 2018. In our opinion, the consolidated summarized comparative information presented herein as of and for the year ended September 30, 2017, is consistent, in all material respects, with the audited consolidated financial statements from which it has been derived.

Other Matter

Our audit was conducted for the purpose of forming an opinion on the consolidated financial statements as a whole. The Consolidating Schedule of Financial Position, Consolidating Schedule of Activities and Consolidating Schedule of Change in Net Assets on pages I-(19 - 21), are presented for purposes of additional analysis and are not a required part of the consolidated financial statements. The Schedule of Expenditures of Federal Awards on pages I-(22 - 23), as required by *Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, is presented for purposes of additional analysis and is not a required part of the consolidated financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the consolidated financial statements. The information has been subjected to the auditing procedures applied in the audit of the consolidated financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the consolidated financial statements or to the consolidated financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the consolidated financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated , on our consideration of AIHEC's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of this report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of AIHEC's internal control over financial reporting or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering AIHEC's internal control over financial reporting and compliance.

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**CONSOLIDATED STATEMENT OF FINANCIAL POSITION
AS OF SEPTEMBER 30, 2018
WITH SUMMARIZED FINANCIAL INFORMATION FOR 2017**

ASSETS

	<u>2018</u>	<u>2017</u>
CURRENT ASSETS		
Cash and cash equivalents	\$ 1,878,196	\$ 2,757,995
Investments	864,391	-
Accounts receivable	33,584	9,768
Grants receivable	944,705	582,219
Prepaid expenses	<u>27,540</u>	<u>85,718</u>
Total current assets	<u>3,748,416</u>	<u>3,435,700</u>
BUILDING, LAND AND EQUIPMENT		
Land	335,204	335,204
Buildings	541,296	541,296
Equipment	<u>71,454</u>	<u>71,454</u>
	947,954	947,954
Less: Accumulated depreciation	<u>(464,251)</u>	<u>(449,888)</u>
Net building, land and equipment	<u>483,703</u>	<u>498,066</u>
OTHER ASSETS		
Permanently restricted cash	16,389	255,000
Permanently restricted investments	<u>244,583</u>	<u>-</u>
Total other assets	<u>260,972</u>	<u>255,000</u>
TOTAL ASSETS	<u>\$ 4,493,091</u>	<u>\$ 4,188,766</u>

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES		
Accounts payable	\$ 415,441	\$ 209,506
Accrued salaries and related benefits	245,617	265,765
Deferred revenue:		
Member dues	532,180	529,597
Contract	630,402	660,691
Subscription and advertising	<u>99,244</u>	<u>31,764</u>
Total current liabilities	<u>1,922,884</u>	<u>1,697,323</u>
NET ASSETS		
Unrestricted:		
Undesignated	1,612,763	1,560,821
Board designated	478,687	458,996
Non-controlling interest	<u>132,686</u>	<u>132,686</u>
Total unrestricted	2,224,136	2,152,503
Temporarily restricted	91,071	83,940
Permanently restricted	<u>255,000</u>	<u>255,000</u>
Total net assets	<u>2,570,207</u>	<u>2,491,443</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 4,493,091</u>	<u>\$ 4,188,766</u>

See accompanying notes to consolidated financial statements.

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**CONSOLIDATED STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS
FOR THE YEAR ENDED SEPTEMBER 30, 2018
WITH SUMMARIZED FINANCIAL INFORMATION FOR 2017**

	2018			2017	
	Unrestricted	Temporarily Restricted	Permanently Restricted	Total	Total
SUPPORT AND REVENUE					
Federal grants	\$ 3,945,635	\$ -	\$ -	\$ 3,945,635	\$ 3,386,845
Member dues	888,440	-	-	888,440	849,756
Contributions	271,813	4,582	-	276,395	393,256
Tribal Journal income	330,373	-	-	330,373	330,050
Registration and sponsorship	12,210	17,500	-	29,710	44,908
Interest income	287	-	-	287	414
Investment income	9,774	5,973	-	15,747	-
Other income	-	-	-	-	4,245
Net assets released from donor restrictions	<u>20,924</u>	<u>(20,924)</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total support and revenue	<u>5,479,456</u>	<u>7,131</u>	<u>-</u>	<u>5,486,587</u>	<u>5,009,474</u>
EXPENSES					
Program Services:					
BIA Technical Assistance	737,341	-	-	737,341	1,041,237
Other Federal Programs	2,103,050	-	-	2,103,050	1,206,603
National Science Foundation Programs	478,110	-	-	478,110	154,658
Indian Health Service Program	675,953	-	-	675,953	904,783
Private and Other Contracts	<u>703,153</u>	<u>-</u>	<u>-</u>	<u>703,153</u>	<u>731,892</u>
Total program services	4,697,607	-	-	4,697,607	4,039,173
Administrative and General	<u>710,216</u>	<u>-</u>	<u>-</u>	<u>710,216</u>	<u>832,039</u>
Total expenses	<u>5,407,823</u>	<u>-</u>	<u>-</u>	<u>5,407,823</u>	<u>4,871,212</u>
Change in net assets	71,633	7,131	-	78,764	138,262
Net assets at beginning of year	<u>2,152,503</u>	<u>83,940</u>	<u>255,000</u>	<u>2,491,443</u>	<u>2,353,181</u>
NET ASSETS AT END OF YEAR	<u>\$ 2,224,136</u>	<u>\$ 91,071</u>	<u>\$ 255,000</u>	<u>\$ 2,570,207</u>	<u>\$ 2,491,443</u>

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**CONSOLIDATED STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED SEPTEMBER 30, 2018
WITH SUMMARIZED FINANCIAL INFORMATION FOR 2017**

	2018		
	Program Services		
	BIA Technical Assistance	Other Federal Programs	National Science Foundation Programs
Salaries and fringe benefits	\$ 426,005	\$ 264,513	\$ 191,050
Consultants and sub-contractors	10,500	126,873	187,488
Advertising and promotion	-	-	-
Contracts	(5,973)	1,543,407	27,600
Occupancy	-	-	-
Professional services and insurance	21,168	7,457	5,923
Depreciation	-	-	-
Telecommunications	775	2,434	-
Travel	83,979	10,009	13,043
Administrative expenses	51,028	11,923	2,392
Equipment and software	12,000	-	204
Meetings	11,040	897	1,075
Participants costs	46,389	3,452	-
Taxes	-	-	-
Other expenses	<u>673</u>	<u>49,175</u>	<u>1,243</u>
Sub-total	657,584	2,020,140	430,018
Allocation of general and administrative	<u>79,757</u>	<u>82,910</u>	<u>48,092</u>
TOTAL	<u>\$ 737,341</u>	<u>\$ 2,103,050</u>	<u>\$ 478,110</u>

2017					
Indian Health Service Program	Private and Other Contracts	Total Program Services	Administrative and General	Total Expenses	Total Expenses
\$ 53,061	\$ 330,967	\$ 1,265,596	\$ 531,601	\$ 1,797,197	\$ 1,845,670
183,709	18,183	526,753	195,809	722,562	560,932
-	52,945	52,945	-	52,945	47,569
201,000	115,480	1,881,514	-	1,881,514	1,542,942
-	12,733	12,733	6,343	19,076	14,983
739	13,290	48,577	63,327	111,904	130,750
-	-	-	14,363	14,363	14,454
74	3,371	6,654	22,556	29,210	22,432
5,955	24,574	137,560	(1,838)	135,722	90,767
12,931	85,127	163,401	64,617	228,018	218,482
-	536	12,740	(10,151)	2,589	14,231
1,500	14,108	28,620	2,335	30,955	36,315
107,569	10,095	167,505	1,615	169,120	232,391
-	-	-	23,346	23,346	400
<u>65,582</u>	<u>13,098</u>	<u>129,771</u>	<u>59,531</u>	<u>189,302</u>	<u>98,894</u>
632,120	694,507	4,434,369	973,454	5,407,823	4,871,212
<u>43,833</u>	<u>8,646</u>	<u>263,238</u>	<u>(263,238)</u>	<u>-</u>	<u>-</u>
<u>\$ 675,953</u>	<u>\$ 703,153</u>	<u>\$ 4,697,607</u>	<u>\$ 710,216</u>	<u>\$ 5,407,823</u>	<u>\$ 4,871,212</u>

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST**

**CONSOLIDATED STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED SEPTEMBER 30, 2018
WITH SUMMARIZED FINANCIAL INFORMATION FOR 2017**

	2018	2017
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets	\$ 78,764	\$ 138,262
Adjustments to reconcile change in net assets to net cash (used) provided by operating activities:		
Depreciation	14,363	14,454
Unrealized gain on investments	(13,250)	-
(Increase) decrease in:		
Accounts receivable	(23,816)	90,526
Grants receivable	(362,486)	805,712
Prepaid expenses	58,178	(25,136)
Increase (decrease) in:		
Accounts payable	205,935	(257,743)
Accrued salaries and related benefits	(20,148)	56,210
Deferred revenue	39,774	341,224
Net cash (used) provided by operating activities	<u>(22,686)</u>	<u>1,163,509</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchase of investments	<u>(1,095,724)</u>	<u>-</u>
Net cash used by investing activities	<u>(1,095,724)</u>	<u>-</u>
Net (decrease) increase in cash and cash equivalents	(1,118,410)	1,163,509
Cash and cash equivalents, including restricted cash at beginning of year	<u>3,012,995</u>	<u>1,849,486</u>
CASH AND CASH EQUIVALENTS, INCLUDING RESTRICTED CASH AT END OF YEAR	\$ 1,894,585	\$ 3,012,995

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2018

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND GENERAL INFORMATION

Organization -

The American Indian Higher Education Consortium (AIHEC) was established in 1972 to maintain commonly held standards of quality in American Indian education; to support the development of new tribally controlled colleges; to promote and assist in the development of legislation to support American Indian higher education; and to encourage greater participation by American Indians in the development of higher education policy.

The American Indian Higher Education Consortium Real Estate Investment Trust (the Trust) is a business trust established under the Virginia Business Trust Act. It was formed for the purpose of purchasing and investing in real property. The Trust owns the building occupied by AIHEC.

Basis of presentation -

The accompanying consolidated financial statements are presented on the accrual basis of accounting, and in accordance with FASB ASC 958-810, *Not-for-Profit Entities, Consolidation*.

The consolidated financial statements reflect the activity of AIHEC and the Trust, collectively, "the Entities". All significant intercompany balances and transactions have been eliminated in consolidation.

The consolidated financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with the Entities' consolidated financial statements for the year ended September 30, 2017, from which the summarized information was derived.

Cash and cash equivalents -

The Entities consider all cash and other highly liquid investments with initial maturities of three months or less to be cash equivalents.

Bank deposit accounts are insured by the Federal Deposit Insurance Corporation (FDIC) up to a limit of \$250,000. At times during the year, the Entities maintain cash balances in excess of the FDIC insurance limits. Management believes the risk in these situations to be minimal.

Investments -

Investments are recorded at their readily determinable fair value. Interests, dividends, realized and unrealized gains and losses are included in investment income in the Consolidated Statement of Activities and Change in Net Assets.

Building, land and equipment -

Building, land and equipment in excess of \$5,000 are capitalized and stated at cost. Building and equipment are depreciated on a straight-line basis over the estimated useful lives of the related assets, generally five to thirty-five years. The cost of maintenance and repairs is recorded as expenses are incurred. Depreciation expense for the year ended September 30, 2018 totaled \$14,363.

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2018

1. **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND GENERAL INFORMATION**
(Continued)

Accounts and grants receivable -

Accounts and grants receivable approximate fair value. Management considers all amounts to be fully collectible within one year. Accordingly, an allowance for doubtful accounts has not been established.

Deferred revenue -

Deferred revenue consists of member dues, contract revenue, subscriptions and advertising. The Entities recognize member dues on a pro-rata basis over the annual membership period. The Entities recognize contract and other revenues when earned.

Income taxes -

AIHEC is exempt from federal income taxes under Section 501(c)3 of the Internal Revenue Code. Beginning January 1, 2018, it is subject to unrelated business income taxes on qualified transportation fringe benefits provided to its employees. The amount of the tax for the year ended September 30, 2018 is immaterial. The organization is not a private foundation.

The Trust is not formed as a "Real Estate Investment Trust" as that term is defined in the Internal Revenue Code. For tax purposes, the Trust files a partnership return, whereby the income or losses from the trust flow through to the Trust's equity shareholders in accordance with their ownership percentage. Consequently, there is no provision for income taxes for the Trust.

Uncertain tax positions -

For the year ended September 30, 2018, the Entities have documented their consideration of FASB ASC 740-10, *Income Taxes*, that provides guidance for reporting uncertainty in income taxes and have determined that no material uncertain tax positions qualify for either recognition or disclosure in the consolidated financial statements.

Net asset classification -

The net assets are reported in three self-balancing groups as follows:

- **Unrestricted net assets** include unrestricted revenue and contributions received without donor-imposed restrictions. These net assets are available for the operation of the Entities and include both internally designated and undesignated resources.
- **Temporarily restricted net assets** include revenue and contributions subject to donor-imposed stipulations that will be met by the actions of AIHEC and/or the passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Consolidated Statement of Activities and Change in Net Assets as net assets released from restrictions.
- **Permanently restricted net assets** represent funds restricted by the donor to be maintained in-perpetuity by AIHEC.

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2018

1. **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND GENERAL INFORMATION**
(Continued)

Grants and contributions -

Unrestricted and temporarily restricted grants and contributions are recorded as revenue in the year notification is received from the donor. Temporarily restricted grants and contributions are recognized as unrestricted support only to the extent of actual expenses incurred in compliance with the donor-imposed restrictions and satisfaction of time restrictions. Such grants and contributions received in excess of expenses incurred are shown as temporarily restricted net assets in the accompanying consolidated financial statements.

AIHEC receives funding under grants and contracts from the U.S. Government and other grantors for direct and indirect program costs. This funding is subject to contractual restrictions, which must be met through incurring qualifying expenses for particular programs. Accordingly, such grants are considered exchange transactions and are recorded as unrestricted income to the extent that related expenses are incurred in compliance with the criteria stipulated in the grant agreements.

Grants and contributions receivable represents amounts due from funding organizations for reimbursable expenses incurred in accordance with the grant agreements. Grant funding received in advance of incurring the related expenses is recorded as a refundable advance.

Use of estimates -

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the consolidated financial statements and the reported amounts of revenue and expenses during the reporting period. Accordingly, actual results could differ from those estimates.

Functional allocation of expenses -

The costs of providing the various programs and other activities have been summarized on a functional basis in the Consolidated Statement of Activities and Change in Net Assets. Accordingly, certain costs have been allocated among the programs and supporting services benefited.

New accounting pronouncements (not yet adopted) -

In August 2016, the FASB issued ASU 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities* (Topic 958), intended to improve financial reporting for not-for-profit entities. The ASU will reduce the current three classes of net assets into two: with and without donor restrictions. The change in each of the classes of net assets must be reported on the Consolidated Statement of Activities and Change in Net Assets. The ASU also requires various enhanced disclosures around topics such as board designations, liquidity, functional classification of expenses, investment expenses, donor restrictions, and underwater endowments. The ASU is effective for years beginning after December 15, 2017. Early adoption is permitted. The ASU should be applied on a retrospective basis in the year the ASU is first applied. While the ASU will change the presentation of AIHEC's consolidated financial statements, it is not expected to alter AIHEC's reported financial position.

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NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
 SEPTEMBER 30, 2018

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES AND GENERAL INFORMATION
 (Continued)

New accounting pronouncements (not yet adopted) (continued) -

In May 2014, the FASB issued ASU 2014-09, *Revenue from Contracts with Customers* (Topic 606) (ASU 2014-09). The ASU establishes a comprehensive revenue recognition standard for virtually all industries under generally accepted accounting principles in the United States (U.S. GAAP) including those that previously followed industry-specific guidance. The guidance states that an entity should recognize revenue to depict the transfer of promised goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. The FASB issued ASU 2015-14 in August 2015 that deferred the effective date of ASU 2014-09 by a year; thus, the effective date is years beginning after December 15, 2018. Early adoption is permitted. AIHEC has not yet selected a transition method and is currently evaluating the effect that the updated standard will have on its consolidated financial statements.

In June 2018, the FASB issued ASU 2018-08, *Not-for-Profit Entities (Topic 958): Clarifying the Scope and Accounting Guidance for Contributions Received and Contributions Made*, which is intended to clarify and improve current guidance about whether a transfer of assets is an exchange transaction or a contribution. The amendments in this ASU provide a more robust framework to determine when a transaction should be accounted for as a contribution under Subtopic 958-605 or as an exchange transaction accounted for under other guidance (for example, Topic 606). The amendments also provide additional guidance about how to determine whether a contribution is conditional or unconditional. The amendments in this ASU could result in more grants and contracts being accounted for as contributions than under previous GAAP. The ASU recommends application on a modified prospective basis; however, retrospective application is permitted. AIHEC has not yet decided on a transition method. The ASU is effective for fiscal years beginning after December 15, 2018.

In 2016, the FASB issued ASU 2016-02, *Leases* (Topic 842). The ASU changes the accounting treatment for operating leases by recognizing a lease asset and lease liability at the present value of the lease payments in the Consolidated Statement of Financial Position and disclosing key information about leasing arrangements. The ASU is effective for private entities for years beginning after December 15, 2019. Early adoption is permitted. The ASU should be applied at the beginning of the earliest period presented using a modified retrospective approach.

AIHEC plans to adopt the new ASUs at the respective required implementation dates.

2. INVESTMENTS

Investments consisted of the following at September 30, 2018:

	<u>Market Value</u>
Equity securities	\$ 259,653
Exchange traded funds	78,011
Fixed income	<u>771,310</u>
TOTAL INVESTMENTS	\$ <u>1,108,974</u>

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**NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2018**

2. INVESTMENTS (Continued)

Included in investment income are the following at September 30, 2018:

Interest and dividends	\$ 2,497
Unrealized gain	<u>13,250</u>
TOTAL INVESTMENT INCOME	\$ <u>15,747</u>

3. BOARD DESIGNATED NET ASSETS

On October 20, 2008, the Finance and Audit Committee members came to a consensus that AIHEC should establish a Reserve Fund with the goal of building a reserve equal to 15-20 percent of AIHEC's annual general revenue.

In 2013, the Board of Directors amended the policy to ensure a minimum of 25% of any income on unrestricted funds are made available each year. In 2018, 25% of unrestricted funds were added to the Reserve Fund.

It was determined that the reserve should be built with surplus funds. The Reserve Fund is intended to provide a safety net in times of economic downturn.

4. TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net assets consisted of the following at September 30, 2018:

TCS Contribution	\$ 35,668
American Indian Higher Education Consortium Student Congress	<u>55,403</u>
TEMPORARILY RESTRICTED NET ASSETS	\$ <u>91,071</u>

5. NET ASSETS RELEASED FROM RESTRICTIONS

The following temporarily restricted net assets were released from donor restrictions by incurring expenses, which satisfied the restricted purposes specified by the donors:

American Indian Higher Education Consortium Student Congress	\$ <u>20,924</u>
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6. LEASE COMMITMENT

On January 1, 2016, the Entities entered into a three-year lease agreement ending December 31, 2018 for office space in Colorado. Payments of \$800 per month are required. Under the terms of the lease agreement, the Entities are also responsible for all utilities used in or on the premises.

Subsequent to year-end, the Entities entered into a lease agreement commencing January 1, 2019 and will remain active indefinitely, unless otherwise terminated by the Entities or landlord. Payments of \$800 per month plus water and sewer.

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NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
SEPTEMBER 30, 2018

6. LEASE COMMITMENT (Continued)

Rent expense, including utilities and janitorial expenses, for the year ended September 30, 2018 totaled \$19,076.

Future minimum payments under the leases are as follows:

Year Ending September 30, 2019	\$ <u>9,600</u>
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7. CONTINGENCY

AIHEC receives grants from various agencies of the United States Government. Beginning for fiscal year ended December 31, 2015, such grants are subject to audit under the provisions of *Title 2 U.S. Code of Federal Regulations (CFR) Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*.

The ultimate determination of amounts received under the United States Government grants is based upon the allowance of costs reported to and accepted by the United States Government as a result of the audits. Audits in accordance with the applicable provisions have been completed for all required fiscal years through 2018. Until such audits have been accepted by the United States Government, there exists a contingency to refund any amount received in excess of allowable costs. Management is of the opinion that no material liability will result from such audits.

8. RETIREMENT PLAN

The Entities sponsor a defined contribution retirement plan under IRS Code Section 403(b), which covers substantially all full-time salaried employees. Under a salary reduction agreement, eligible employees may contribute a portion of their compensation to the Plan, on a tax-deferred basis. The Entities match employee contributions up to 6% of annual compensation. The Entities' contributions to the Plan for the year ended September 30, 2018 totaled \$70,893.

9. PERMANENTLY RESTRICTED NET ASSETS

AIHEC's endowment consists of donor-restricted endowment funds and funds designated by the governing Board to function as endowments. As required by GAAP, net assets associated with endowment funds, including funds designated by the Board of Directors to function as endowments, are classified and reported based on the existence or absence of donor-imposed restrictions. The Board of Directors is subject to the Uniform Prudent Management of Institutional Funds Act (UPMIFA) and, thus classifies amounts in its donor-restricted endowment funds as net assets with donor restrictions because those assets are time restricted until the governing Board appropriates such amounts for expenditures. Most of those net asset also are subject to purpose restrictions that must be met before reclassifying those net assets to net assets without donor restrictions. The governing Board has interpreted UPMIFA as not requiring the maintenance of purchasing power of the original gift amount contributed to an endowment fund, unless a donor stipulates the contrary. As a result of this interpretation, when reviewing its donor-restricted endowment funds, AIHEC considers a fund to be underwater if the fair value of the fund is less than the sum the (a) the original value of initial and subsequent gift amounts donated to the fund and (b) any accumulations to the fund that are required to be maintained in perpetuity in accordance with the direction of the applicable donor gift instrument. AIHEC has interpreted UPMIFA to permit spending from underwater funds in accordance with the prudent measures required under the law.

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NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
 SEPTEMBER 30, 2018

9. PERMANENTLY RESTRICTED NET ASSETS (Continued)

Additionally, in accordance with UPMIFA, AIHEC considers the following factors in making a determination to appropriated or accumulate donor-restricted endowment funds:

- The duration and preservation of the fund;
- The purpose of the organization and the donor-restricted endowment fund;
- General economic conditions and the possible effect of inflation and deflation;
- The expected total return from income and the appreciation of investments; and
- Investment policies of the organization.

Endowment net asset composition by type of fund as of September 30, 2018:

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
American Indian Higher Education Consortium Student Congress	\$ -	\$ -	\$ 255,000	\$ 255,000

Changes in endowment net assets for the year ended September 30, 2018:

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
Endowment net assets, beginning of year	\$ -	\$ -	\$ 255,000	\$ 255,000
Investment income	-	5,973	-	5,973
ENDOWMENT NET ASSETS, END OF YEAR	\$ -	\$ -	\$ 255,000	\$ 255,000

Return Objectives and Risk Parameters -

AIHEC has adopted investment and spending policies for endowment assets that attempt to provide a predictable stream of funding to programs supported by its endowment while seeking to maintain the purchasing power of the endowment assets. Endowment assets include those assets of donor-restricted funds that the organization must hold in perpetuity or for a donor-specified period(s) as well as board-designated funds. Under this policy, as approved by the Board of Directors, the endowment assets are invested in a manner that is intended to produce results that exceed the price and yield results of the S&P 500 index while assuming a moderate level of investment risk. Actual returns in any given year may vary from this amount.

Strategies Employed for Achieving Objectives -

To satisfy its long-term rate-of-return objectives, AIHEC relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest and dividends). AIHEC targets a diversified asset allocation that places a greater emphasis on equity-based investments to achieve its long-term return objectives within prudent risk constraints.

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NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
 SEPTEMBER 30, 2018

9. PERMANENTLY RESTRICTED NET ASSETS (Continued)

Spending Policy and How the Investment Objectives Relate to Spending Policy -

AIHEC has a policy of appropriating for distribution each year XX % of its endowment fund's average fair value over the prior 12 quarters through the calendar year-end preceding the fiscal year in which the distribution is planned. In establishing this policy, AIHEC considered the long-term expected return on its endowment. Accordingly, over the long-term, AIHEC expects the current spending policy to allow its endowment to grow at an average of 5% annually. This is consistent with AIHEC's objective to maintain the purchasing power of the endowment assets held in perpetuity or for a specified term as well as to provide additional real growth through new gifts and investment return.

10. CHANGE IN NET ASSETS

As of September 30, 2018, AIHEC has 82.37% interest in the Trust. The change in net assets for the year ended September 30, 2018 was attributable to:

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
American Indian Higher Education Consortium (AIHEC)	\$ <u>71,633</u>	\$ <u>7,131</u>	\$ <u>-</u>	\$ <u>78,764</u>

11. ADVERTISING

Included in Tribal College Journal program expenses in the Consolidated Statement of Activities and Change in Net Assets are direct advertising costs for the Tribal College Journal in the amount of \$52,945 for the year ended September 30, 2018.

12. FAIR VALUE MEASUREMENT

In accordance with FASB ASC 820, *Fair Value Measurement*, AIHEC has categorized its financial instruments, based on the priority of the inputs to the valuation technique, into a three-level fair value hierarchy. The fair value hierarchy gives the highest priority to quoted prices in active markets for identical assets or liabilities (Level 1) and the lowest priority to unobservable inputs (Level 3). If the inputs used to measure the financial instruments fall within different levels of hierarchy, the categorization is based on the lowest level input that is significant to the fair value measurement of the instrument. Investments recorded in the Consolidated Statement of Financial Position are categorized based on the inputs to valuation techniques as follows:

Level 1. These are investments where values are based on unadjusted quoted prices for identical assets in an active market AIHEC has the ability to access.

Level 2. These are investments where values are based on quoted prices for similar instruments in active markets, quoted prices for identical or similar instruments in markets that are not active, or model-based valuation techniques that utilize inputs that are observable either directly or indirectly for substantially the full-term of the investments.

Level 3. These are investments where inputs to the valuation methodology are unobservable and significant to the fair value measurement.

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NOTES TO CONSOLIDATED FINANCIAL STATEMENTS
 SEPTEMBER 30, 2018

12. FAIR VALUE MEASUREMENT (Continued)

Following is a description of the valuation methodology used for investments measured at fair value. There have been no changes in the methodologies used at September 30, 2018.

- *Equities, Exchange traded funds & Closed-end funds (ETF & CEFs)* - Valued at the closing price reported on the active market in which the individual securities are traded.
- *Fixed income, U.S. Government obligations,* - Fair value is based upon current yields available on comparable securities of issuers with similar ratings, the security's terms and conditions, and interest rate and credit risk.

The table below summarizes, by level within the fair value hierarchy, AIHEC's investments as of September 30, 2018:

	<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Total</u>
Asset Class:				
Equity securities	\$ 259,653	\$ -	\$ -	\$ 259,653
Exchange traded funds	78,011	-	-	78,011
Fixed income	<u>771,310</u>	<u>-</u>	<u>-</u>	<u>771,310</u>
TOTAL	<u>\$ 1,108,974</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,108,974</u>

13. SUBSEQUENT EVENTS

In preparing these consolidated financial statements, AIHEC has evaluated events and transactions for potential recognition or disclosure through , the date the financial statements were issued.

SUPPLEMENTAL INFORMATION

**AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
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**CONSOLIDATING SCHEDULE OF FINANCIAL POSITION
AS OF SEPTEMBER 30, 2018**

	ASSETS				
	AIHEC	The Trust	Non- Controlling Interest	Eliminations	Total
CURRENT ASSETS					
Cash and cash equivalents	\$ 1,878,196	\$ -	\$ -	\$ -	\$ 1,878,196
Investments	864,391	-	-	-	864,391
Accounts receivable	236,510	-	-	(202,926)	33,584
Grants receivable	944,705	-	-	-	944,705
Due from AIHEC	-	122,691	-	(122,691)	-
Prepaid expenses	27,540	-	-	-	27,540
Total current assets	3,951,342	122,691	-	(325,617)	3,748,416
BUILDING, LAND AND EQUIPMENT					
Land	-	335,204	-	-	335,204
Buildings	-	541,296	-	-	541,296
Equipment	-	71,454	-	-	71,454
	-	947,954	-	-	947,954
Less : Accumulated depreciation	-	(464,251)	-	-	(464,251)
Net building, land and equipment	-	483,703	-	-	483,703
OTHER ASSETS					
Investment in affiliate	347,576	-	-	(347,576)	-
Permanently restricted cash	16,389	-	-	-	16,389
Permanently restricted investments	244,583	-	-	-	244,583
Total other assets	608,548	-	-	(347,576)	260,972
TOTAL ASSETS	\$ 4,559,890	\$ 606,394	\$ -	\$ (673,193)	\$ 4,493,091
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES					
Accounts payable	\$ 614,926	\$ 7,565	\$ -	\$ (207,050)	\$ 415,441
Accrued salaries and related benefits	245,617	-	-	-	245,617
Deferred revenue:					
Member dues	532,180	-	-	-	532,180
Contract	630,402	-	-	-	630,402
Subscription and advertising	99,244	-	-	-	99,244
Total current liabilities	2,122,369	7,565	-	(207,050)	1,922,884
NET ASSETS					
Unrestricted:					
Undesignated	1,612,763	598,829	(132,686)	(466,143)	1,612,763
Board designated	478,687	-	-	-	478,687
Non-controlling interest	-	-	132,686	-	132,686
Total unrestricted	2,091,450	598,829	-	(466,143)	2,224,136
Temporarily restricted	91,071	-	-	-	91,071
Permanently restricted	255,000	-	-	-	255,000
Total net assets	2,437,521	598,829	-	(466,143)	2,570,207
TOTAL LIABILITIES AND NET ASSETS	\$ 4,559,890	\$ 606,394	\$ -	\$ (673,193)	\$ 4,493,091

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**CONSOLIDATING SCHEDULE OF ACTIVITIES
FOR THE YEAR ENDED SEPTEMBER 30, 2018**

	AIHEC	The Trust	Eliminations	Total
UNRESTRICTED SUPPORT AND REVENUE				
Federal grants	\$ 3,945,635	\$ -	\$ -	\$ 3,945,635
Member dues	888,440	-	-	888,440
Contributions	271,813	-	-	271,813
Tribal Journal income	330,373	-	-	330,373
Registration and sponsorship	12,210	-	-	12,210
Interest income	287	-	-	287
Investment income	9,774	-	-	9,774
Net assets released from donor restrictions	20,924	-	-	20,924
Total unrestricted support and revenue	<u>5,479,456</u>	<u>-</u>	<u>-</u>	<u>5,479,456</u>
EXPENSES				
Program Services:				
BIA Technical Assistance	737,341	-	-	737,341
Other Federal Programs	2,103,050	-	-	2,103,050
National Science Foundation Programs	478,110	-	-	478,110
Indian Health Service Program	675,953	-	-	675,953
Private and Other Contracts	703,153	-	-	703,153
Total program services	<u>4,697,607</u>	<u>-</u>	<u>-</u>	<u>4,697,607</u>
Administrative and General	710,216	-	-	710,216
Total expenses	<u>5,407,823</u>	<u>-</u>	<u>-</u>	<u>5,407,823</u>
CHANGE IN UNRESTRICTED NET ASSETS	<u>\$ 71,633</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 71,633</u>
TEMPORARILY RESTRICTED SUPPORT AND REVENUE				
Contributions	\$ 4,582	\$ -	\$ -	\$ 4,582
Registration and sponsorship	17,500	-	-	17,500
Investment income	5,973	-	-	5,973
Net assets released from donor restrictions	(20,924)	-	-	(20,924)
CHANGE IN TEMPORARILY RESTRICTED NET ASSETS	<u>\$ 7,131</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 7,131</u>
PERMANENTLY RESTRICTED SUPPORT AND REVENUE				
Investment income	\$ -	\$ -	\$ -	\$ -
CHANGE IN PERMANENTLY RESTRICTED NET ASSETS	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

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**CONSOLIDATING SCHEDULE OF CHANGE IN NET ASSETS
FOR THE YEAR ENDED SEPTEMBER 30, 2018**

	AIHEC	The Trust	Non- Controlling Interest	Eliminations	Total
UNRESTRICTED NET ASSETS					
Net assets at beginning of year	\$ 2,019,817	\$ 598,829	\$ 132,686	\$ (598,829)	\$ 2,152,503
Change in unrestricted net assets	71,633	-	-	-	71,633
UNRESTRICTED NET ASSETS AS END OF YEAR	\$ 2,091,450	\$ 598,829	\$ 132,686	\$ (598,829)	\$ 2,224,136
TEMPORARILY RESTRICTED NET ASSETS					
Net assets at beginning of year	\$ 83,940	\$ -	\$ -	\$ -	\$ 83,940
Change in temporarily restricted net assets	7,131	-	-	-	7,131
TEMPORARILY RESTRICTED NET ASSETS AT END OF YEAR	\$ 91,071	\$ -	\$ -	\$ -	\$ 91,071
PERMANENTLY RESTRICTED NET ASSETS					
Net assets at beginning of year	\$ 255,000	\$ -	\$ -	\$ -	\$ 255,000
Change in permanently restricted net assets	-	-	-	-	-
PERMANENTLY RESTRICTED NET ASSETS AT END OF YEAR	\$ 255,000	\$ -	\$ -	\$ -	\$ 255,000

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**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED SEPTEMBER 30, 2018**

<u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u>	<u>CFDA Number</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Passed-Through to Subrecipients</u>	<u>Total Federal Expenditures</u>
U.S. Department of Interior:				
Indian Education Higher Education TA Grant Funding	15.028	N/A	\$ -	\$ 601,000
K-12 Student Enrichment Project	15.028	N/A	-	8,839
Records Management Course Development	15.114	N/A	<u>100,000</u>	<u>121,125</u>
Subtotal U.S. Department of Interior			<u>100,000</u>	<u>730,964</u>
Corporation for National and Community Services:				
AmericCorps VISTA Project	94.013	N/A	<u>-</u>	<u>24,384</u>
Subtotal Corporation for National and Community Services			<u>-</u>	<u>24,384</u>
U.S. Department of the Interior Bureau of Indian Affairs:				
Climate Change Adaption Tribal Liaison	15.156	N/A	<u>-</u>	<u>130,263</u>
Subtotal U.S. Department of the Interior Bureau of Indian Affairs:			<u>-</u>	<u>130,263</u>
U.S. Department of Energy:				
Tribal Colleges and Universities Advanced Manufacturing Network Initiative	81.123	N/A	<u>979,335</u>	<u>1,228,605</u>
Subtotal U.S. Department of Energy			<u>979,335</u>	<u>1,228,605</u>
U.S. Department of Health and Human Services:				
Indian Health Service Program	93.933	N/A	186,000	679,585
Indian Health Service Program	93.933	N/A	7,000	45,084
National Institute of General Medical Sciences	93.859	N/A	<u>29,739</u>	<u>274,241</u>
Subtotal U.S. Department of Health and Human Services			<u>222,739</u>	<u>998,910</u>

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**SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED SEPTEMBER 30, 2018**

<u>Federal Grantor/Pass-Through Grantor/Program or Cluster Title</u>	<u>CFDA Number</u>	<u>Pass-Through Entity Identifying Number</u>	<u>Passed-Through to Subrecipients</u>	<u>Total Federal Expenditures</u>
U.S. Department of Agriculture:				
Tribal Agricultural Curricula Development Project	Co-op Agreement	N/A	\$ 270,000	\$ 336,269
Natural Resources Conservation Service	10.902	N/A	<u>-</u>	<u>91,336</u>
Subtotal U.S. Department of Agriculture			<u>270,000</u>	<u>427,605</u>
National Science Foundation:				
Indigenous Evaluation Framework: Research and Capacity Building	47.076	N/A	-	110,034
TCU STEM Student Success Collaborative	47.076	N/A	27,600	79,235
NSF CC Study	47.070	N/A	<u>-</u>	<u>288,841</u>
Subtotal National Science Foundation - Total Expenditures of Federal Awards under Research and Development Cluster			<u>27,600</u>	<u>478,110</u>
TOTAL EXPENDITURES OF FEDERAL AWARDS			<u>\$ 1,593,701</u>	<u>\$ 4,018,841</u>
REVENUE RECOGNITION				
U.S. Government grants				\$ 4,018,841
Recovery of overstatement of prior year revenue				<u>(73,206)</u>
TOTAL REVENUE RECOGNIZED				<u>\$ 3,945,635</u>

Note 1. Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards (the Schedule) includes the Federal award activity of AIHEC under programs of the Federal government for the year ended September 30, 2018. The information in this Schedule is presented in accordance with the requirements of *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*. Because the Schedule presents only a selected portion of the operations of AIHEC, it is not intended to and does not present the financial position, changes in net assets or cash flows of AIHEC.

Note 2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following, as applicable, either the cost principles in OMB Circular A-122, *Cost Principles for Non-Profit Organizations*, or the cost principles contained in *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years. AIHEC has elected not to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

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**SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED SEPTEMBER 30, 2018**

Section I - Summary of Auditor's Results

Financial Statements

1). Type of auditor's report issued on whether the financial statements audited were prepared in accordance with GAAP on the accrual basis of accounting:

Unmodified

2). Internal control over financial reporting:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified that are not considered to be material weakness(es)? Yes None Reported

3). Noncompliance material to financial statements noted?

Yes No

Federal Awards

4). Internal control over major programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified that are not considered to be material weakness(es)? Yes None Reported

5). Type of auditor's report issued on compliance for major programs:

Unmodified

6). Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

Yes No

7). Identification of major programs:

<u>Federal Program Title</u>	<u>CFDA Number</u>	<u>Expenditures</u>
U.S. Department of Interior:		
Indian Education Higher Education TA Grant Funding	15.028	\$ 601,000
K-12 Student Enrichment Project	15.028	\$ 8,839
U.S. Department of Energy:		
Tribal Colleges and Universities Advanced Manufacturing Network Initiative	81.123	\$ 1,228,605

8). Dollar threshold used to distinguish between Type A and Type B programs:

\$750,000

9). Auditee qualified as a low-risk auditee?

Yes No

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM REAL ESTATE INVESTMENT TRUST

SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED SEPTEMBER 30, 2018

Section II - Financial Statement Findings

There were no reportable deficiencies.

Section III - Federal Award Findings and Questioned Costs (2 CFR 200.516(a))

There were no reportable deficiencies.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND
OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

Independent Auditor's Report

To the Board of Directors
American Indian Higher Education Consortium
Alexandria, Virginia

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the American Indian Higher Education Consortium (AIHEC) as of and for the year ended September 30, 2018, and the related notes to the financial statements, which collectively comprise AIHEC's basic financial statements, and have issued our report thereon dated .

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered AIHEC's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances, for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of AIHEC's internal control. Accordingly, we do not express an opinion on the effectiveness of AIHEC's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of AIHEC's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether AIHEC's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

**REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON
INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY TITLE 2 U.S. CODE OF FEDERAL
REGULATIONS (CFR) PART 200, UNIFORM ADMINISTRATIVE REQUIREMENTS, COST
PRINCIPLES, AND AUDIT REQUIREMENTS FOR FEDERAL AWARDS (UNIFORM GUIDANCE)**

Independent Auditor's Report

To the Board of Directors
American Indian Higher Education Consortium
Alexandria, Virginia

Report on Compliance for Each Major Federal Program

We have audited the American Indian Higher Education Consortium's compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of AIHEC's major federal programs for the year ended September 30, 2018. AIHEC's major federal programs are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of AIHEC's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (Uniform Guidance)*. Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about AIHEC's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of AIHEC's compliance.

Opinion on Each Major Federal Program

In our opinion, AIHEC complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended September 30, 2018.

Report on Internal Control Over Compliance

Management of AIHEC is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered AIHEC's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of AIHEC's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

DRAFT – FOR DISCUSSION PURPOSES ONLY

To the Board of Directors
American Indian Higher Education Consortium
Alexandria, Virginia

To the Board of Trustees
American Indian Higher Education Consortium Real Estate Investment Trust
Alexandria, Virginia

In planning and performing our audit of the consolidated financial statements of American Indian Higher Education Consortium (AIHEC) and the American Indian Higher Education Consortium Real Estate Investment Trust (the Trust), collectively, “the Entities”, as of and for the year ended September 30, 2018, in accordance with auditing standards generally accepted in the United States of America, we considered the Entities’ internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the consolidated financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Entities’ internal control. Accordingly, we do not express an opinion on the effectiveness of the Entities’ internal control.

Our consideration of the Entities’ internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in the Entities’ internal control that might be significant deficiencies or material weaknesses and therefore, there can be no assurance that all such deficiencies have been identified. However, as discussed below, we identified certain matters involving the internal control and other operational matters that are presented for your consideration. This letter does not affect our report dated DATE on the consolidated financial statements of the Entities. We will review the status of these comments during our next audit engagement. Our comments and recommendations, all of which have been discussed with appropriate members of management, are intended to improve the internal control or result in other operating efficiencies. We will be pleased to discuss these comments in further detail at your convenience, perform any additional study of these matters, or assist you in implementing the recommendations. Our comments are summarized as follows:

OTHER RECOMMENDATIONS

Authorized Signors

2018 Comment: During the course of our audit, we reviewed the list of individuals who have check signing authority on each of AIHEC’s cash accounts. Our review revealed that several authorized signors are no longer employees of AIHEC. We recommend that authorized signors be updated for current employees who sign checks and continue to be updated as the need arises.

PRIOR YEAR COMMENTS AND CURRENT YEAR STATUS

Endowment Funds

2016 Comment: AIHEC has received permanently restricted funds in the form of an endowment in the past. We noted that these funds are not invested in mechanisms that will allow the funds to earn investment income. Management has indicated that a draft investment policy has been developed to invest the endowment principal.

Per discussion with management, their policy addresses the following:

- The duration and preservation of the fund;
- The purpose of the organization and the donor-restricted endowment fund;
- General economic conditions and the possible effect of inflation and deflation;
- The expected total return from income and the appreciation of investments; and
- Investment policies of the organization
- Risk objectives and risk parameters
- Strategies employed for achieving objectives
- Spending Policy and How the Investment Objectives Relate to Spending Policy

2018 Status: During our audit, we noted that the permanently restricted funds have been converted into mechanisms that will allow the funds to earn investment income. Therefore, we consider this comment resolved.

Contingency “Buyout” Plan

2009-2017 Comment: Article 1 of the Trust by-laws provide that shareholders of the Trust shall be those tribal colleges, universities and entities investing a monetary amount, which will support in the Trust and all shares such issued shall be non-transferable.

Article IV provides that all shares shall be fully paid and no further assessment shall ever be made upon the shareholder. Currently, there is no contingency plan in place to provide for the disposition of shares if a shareholder withdraws from the Trust or when a shareholder is no longer an accredited tribal college university. We therefore recommend that management should put in place a contingency plan that will address the above legal concerns.

In 2013, the Board of Directors adopted a motion requiring all member tribal colleges to pass resolutions to voluntarily transfer their shares in the Trust to AIHEC at no cost. As of September 30, 2016, AIHEC had an 82.37% controlling interest in the Trust.

2018 Status: As of September 30, 2018, AIHEC’s controlling interest in the Trust increased to 84.6%.

American Indian Higher Education Consortium
American Indian Higher Education Consortium Real Estate Investment Trust
DATE

-3-

The purpose of this communication is solely to describe the scope of our testing of internal control over financial reporting and the results of that testing. This communication is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the American Indian Higher Education Consortium and the American Indian Higher Education Consortium Real Estate Investment Trust’s internal control over financial reporting. Accordingly, this communication is not suitable for any other purpose.

DATE

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM				
FY 2020 CENTRAL OFFICE, & TECHNICAL ASSISTANCE PROGRAM				
CONSOLIDATED BUDGET SUMMARY - (Draft 3/2019)				
FY 2020 BUDGET - SUMMARY				
		CENTRAL	BIE	
		OFFICE	T/A	TOTAL
Description	Acct			FY 2020
Combined Federal Campaign Pledges	402	\$ 7,000	\$ -	\$ 7,000
BIA Technical Assistance Grant	405	\$ -	\$ 601,000	\$ 601,000
AIHEC Membership Dues	410	\$ 925,190	\$ -	\$ 925,190
Interest Income	440	\$ 400	\$ -	\$ 400
2018 Carry over		\$ -	\$ -	\$ -
TOTAL REVENUE		\$ 932,590	\$ 601,000	\$ 1,533,590
Salaries & Wages	500	\$ 574,060	\$ 275,811	\$ 849,871
P/R Taxes & Fringe Benefits	502	\$ 137,774	\$ 66,495	\$ 204,269
Temporary Staff	504	\$ 20,000	\$ -	\$ 20,000
Consultant Fees	505	\$ 88,000	\$ 7,500	\$ 95,500
Honoraria & Speaker Gifts	508	\$ 5,000	\$ -	\$ 5,000
Telecommunications - Office Phones	515	\$ 11,000		\$ 11,000
Telecommunications - Mobile Phones	516	\$ 5,500	\$ 1,000	\$ 6,500
Telecommunications - Internet	517	\$ 4,500	\$ 500	\$ 5,000
Telecommunications - Conference Calls	518	\$ 500	\$ 1,600	\$ 2,100
Meetings- Room Rental	522	\$ 1,500	\$ 3,500	\$ 5,000
Meetings - Equipment Rental	523	\$ -	\$ 7,000	\$ 7,000
Meetings- Food & Beverage	524	\$ 30,000	\$ 40,000	\$ 70,000
Conference Fees	526	\$ 2,500	\$ 3,000	\$ 5,500
Staff Training	526	\$ 2,500	\$ 1,500	\$ 4,000
Photocopying	530	\$ 1,500	\$ 6,500	\$ 8,000
Supplies	535	\$ 15,000	\$ 30,000	\$ 45,000
Postage and Delivery	540	\$ 1,500	\$ 4,500	\$ 6,000
Publications & Subscriptions	543	\$ 500	\$ 2,000	\$ 2,500
Printing & Binding	544	\$ 1,500	\$ 1,500	\$ 3,000
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	\$ 15,000	\$ 17,500
Travel - Staff Local	552	\$ 3,000	\$ 2,500	\$ 5,500

AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM				
FY 2020 CENTRAL OFFICE, & TECHNICAL ASSISTANCE PROGRAM				
CONSOLIDATED BUDGET SUMMARY - (Draft 3/2019)				
		FY 2020 BUDGET - SUMMARY		
		CENTRAL	BIE	
		OFFICE	T/A	TOTAL
Description	Acct			FY 2020
Travel - Staff Airfare	553	\$ 2,500	\$ 26,800	\$ 29,300
Travel - Staff Mileage / Car Rental	554	\$ 1,500	\$ 2,500	\$ 4,000
Travel - Staff Other	555	\$ 5,000	\$ 4,500	\$ 9,500
Travel - TCU Presidents/Representatives	557	\$ 2,500	\$ -	\$ 2,500
Audit Fees & Taxes Services	559	\$ 45,000	\$ -	\$ 45,000
Design Services & Graphics	560	\$ 5,000	\$ 500	\$ 5,500
Legal Fees	561	\$ 1,500	\$ -	\$ 1,500
Payroll Services & Bank Fees	563	\$ 13,050	\$ -	\$ 13,050
IT & Website Support	564	\$ 25,000	\$ 18,000	\$ 43,000
Property Utilities, Repairs & Maintenance	568	\$ 65,000	\$ -	\$ 65,000
Insurance - Business	572	\$ 11,000	\$ -	\$ 11,000
Dues	574	\$ 63,900	\$ -	\$ 63,900
Archive Storage Fees	576	\$ 2,500	\$ -	\$ 2,500
Employee Recruitment Expense	577	\$ 2,500	\$ -	\$ 2,500
Advertising & Promotion	578	\$ 11,000	\$ -	\$ 11,000
AIHEC TCJ - Publication Expense	580	\$ 25,000	\$ -	\$ 25,000
Entertainment/Miscellaneous	583	\$ 5,000	\$ -	\$ 5,000
Indirect Exp Alloc	589	\$ (277,694)	\$ 64,794	\$ (212,900)
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
TOTAL EXPENSE		\$ 932,590	\$ 601,000	\$ 1,533,590
NET REVENUE OR (EXPENSE)		\$ (0)	\$ 0	

American Indian Higher Education Consortium													
Grants and Contracts													
Cost Code:	Funding Sources	Funding Type	Grants Titles/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	10/01/2018-9/30/2019	\$ 918,590.00	\$ 918,590.00	\$ 168,985.07	\$ 1,087,575.07	\$ 42,221.24			
130	AIHEC ASC	Private	AIHEC Student Congress	N/A	10/01/2018-9/30/2019	\$ 17,500.00	\$ 17,500.00	\$ (3,804.53)	\$ 13,695.47	\$ -			
131	AIHEC SLT	Private	AIHEC Student Leadership Training	N/A	10/01/2018-9/30/2019	\$ 45,000.00	\$ 45,000.00	\$ -	\$ 45,000.00	\$ -			
140	TCJ	Private	Tribal College Journal	N/A	10/01/2018-9/30/2019	\$ 348,564.79	\$ 348,564.79	\$ (120,037.28)	\$ 228,527.51	\$ -			
200	Bureau of Indian Education (BIE)	Federal	TCU Technical Assistance	15.027 A16AB00035	10/01/2018-9/30/2019	\$ 601,000.00	\$ 601,000.00	\$ (117,412.14)	\$ 483,587.86	\$ (11,019.02)			
424	DOD TCUPREP	Federal	AIHEC/DOD TCU Partnerships in Research and Education Program (TCUPREP)	W911NF1910020	2/1/2019-1/31/2020	\$ 595,735.00	\$ 595,735.00	\$ -	\$ 595,735.00	\$ -			
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	02/02/12 - 04/29/2020	\$ 650,000.00	\$ 133,487.48	\$ (5,407.33)	\$ 128,080.15	\$ (583.46)			
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 U261IHS0083-05-00	9/15/2018-9/14/2019	\$ 4,505,374.00	\$ 271,684.78	\$ (54,006.65)	\$ 217,678.13	\$ (4,188.70)			
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 D918IHS0002-02-02	02/01/2017-01/31/2022	\$ 162,500.00	\$ 32,831.53	\$ (14,132.64)	\$ 18,698.89	\$ (205.01)			
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.	R25GM116816-01A1	9/1/2017-8/31/2019	\$ 400,257.00	\$ 121,029.22	\$ (40,030.21)	\$ 80,999.01	\$ (3,213.26)			
426	Corporation for National and Community Service (CNCS)		VISTA-Corporation for National and Community Service	17VSWAZ003	4/15/2018 - 4/13/2019	\$ 60,000.00	\$ 37,000.00	\$ (18,602.71)	\$ -	\$ -			
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	10/01/16-09/30/19	\$ 4,022,277.64	\$ 1,022,122.00	\$ (110,038.88)	\$ 912,083.12	\$ (5,111.57)			

American Indian Higher Education Consortium													
Grants and Contracts													
Cost Code:	Funding Sources	Funding Type	Grants Titles/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			
446	USDA-OPPE	Federal	Outreach and Assistance for Socially Disadvantaged and Veteran Farmers and Ranchers Program: This project will provide direct services to Native farmers, ranchers and veterans in at least four Tribal nations through local agribusiness practice improvement workshops and one-on-one technical assistance interactions with area farmers and ranchers by trained undergraduate student fellows, TCU land-grant staff, and regional USDA personnel.	A0182501X44	9/28/2018 - 9/27/2019	\$ 200,000.00	\$ 200,000.00	\$ (11,365.61)		\$ (166.60)			
447	USDA-NRCS	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	09/29/2017-03/28/2019	\$ 400,000.00	\$ 63,730.63	\$ (7,871.10)	\$ 55,859.53	\$ (865.58)			
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 - 09/30/2019	\$ 790,000.00	\$ 123,750.91	\$ (7,161.36)	\$ 116,589.55	\$ (810.90)			
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 - 9/30/2019	\$ 749,977.00	\$ 202,084.11	\$ (13,562.04)	\$ 188,522.07	\$ (1,493.79)			
467	TCU Cyberinfrastructure initiative:	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	\$ 527,282.57	\$ (45,233.01)	\$ 482,049.56	\$ (4,333.10)			
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 - 12/31/2019	\$ 585,756.00	\$ 247,267.54	\$ (54,812.49)	\$ 192,455.05	\$ (3,638.41)			
499	USDA-NRCS	Federal	NRCS Natural Resources Conservation Pilot Initiative is focused on engagement in planning and implementing conservation practices that enhance the natural resources on Tribal lands.	10.902 69-3A758-18-007	5/21/2018 - 9/30/2019	\$ 225,000.00	\$ 225,000.00	\$ (68,841.70)		\$ (457.97)			
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	\$ 19,937.81	\$ -	\$ 19,937.81	\$ -			
669	Northwest Area Foundation (NNAF)	Private	Strengthening the Workforce Development and Apprenticeship Programs at Montana Tribal Colleges and Communities	A-IG-1805-07977	7/1/2018 - 12/31/2019	\$ 55,873.00	\$ 55,873.00	\$ (24,951.71)	\$ 30,921.29	\$ (2,949.09)			
701	AIHEC AIMS Data Services (A*CF)	Private	AIHEC-AIMS	N/A	01/01/2019 - 12/31/2019	\$ 100,000.00	\$ 100,000.00	\$ (34,488.11)	\$ 65,511.89	\$ -			
707	VISTA Cost Sharing	Private	Cost Share For Vista Member		09/31/2019	\$ 33,584.00	\$ 33,584.00	\$ (876.98)		\$ -			

2019 Spring BoD Meeting

Federal Partner Reports & Information



CONTINUING EDUCATION UNITS (CEU) CLARIFYING AMENDMENT:
CALCULATING FORMULA PAYMENTS TO TRIBAL COLLEGES UNDER THE
TRIBALLY CONTROLLED COLLEGES AND UNIVERSITIES ASSISTANCE ACT
(February 2019)

The Tribally Controlled Colleges and Universities Assistance Act of 1978, P.L. 95-471 [25 USC 1801 note] (TCU Act), is reauthorized under Title IX (Amendments to Other Laws) of the Higher Education Act. We propose the following amendment, which will streamline and clarify the calculations for the formula distribution of Tribal College Act funding.

Representatives from the Tribal Colleges and Universities (TCUs), the Bureau of Indian Education, and AIHEC have met on several occasions with International Association for Continuing Education and Training (IACET) officials, including participation in intensive 2-day IACET training session in Albuquerque, New Mexico in January 2019. The purpose of our meetings and training was to help ensure compliance with section 2(b)(5) of the Tribal College Act; and more important, to ensure that Tribal College continuing education programs are of the highest quality and benefit to our tribal communities.

Based on a thorough review of the IACET Standard, consultation with IACET leadership and national/regional continuing education providers, and attempts to practically implement and interpret section 2(b)(4) and (5), we have determined that the current section:

- (a) contains errors;
- (b) is inconsistent with the IACET Standard and practice; and
- (c) lacks clarity regarding whether certain requirements for academic credit should apply to continuing education credits.

For example: paragraph 2(b)(5)(A) requires that institutions on a semester calendar system calculate one continuing education unit (CEU) for every 15 contact hours. However, the national, international, and IACET standard for semester-based CEUs is one CEU for 10 contact hours. This means that a TCU would have to offer a nursing professional development seminar, for example, 1.5 times *longer* than a regional community college would to award participants the same number of CEU credits. Clearly, this puts TCUs at a disadvantage vis-à-vis other providers. We propose amending Section 2(b)(5)(A) to be consistent with standard practice.

Additionally, it is overly burdensome, costly, counter-productive, and unnecessary to hold TCUs to the same enrollment and certification requirements for continuing education participants as they are held to for *academic* students. Continuing education, by its very nature, is not typically pursued by students enrolled in degree programs. Rather, these same students would engage in continuing education *after* completing a degree or certificate program, to meet various licensure requirements, stay abreast of industry advancements, and to broaden their knowledge and skills.

Amendment Text:

The Tribally Controlled Colleges and Universities Assistance Act of 1978 ([25 U.S.C. 1801 note](#)) is amended as follows:

Strike Subsection 2(b)(4) through the end of Subsection (5) [25 USC 1801(b)(4) and (5)] and insert in lieu thereof the following:

“(4) Notwithstanding any other provision of this section, Indian individuals who self-identify as Indian or Alaska Native and earn credits in any continuing education program of a Tribal College or University shall be included in determining the sum of all credit hours, subject to paragraph (5).

(5) Eligible credits earned in a continuing education program shall be--

(A) For participation in an organized continuing education experience offered under responsible sponsorship, capable direction and qualified instruction, as described in the criteria established by the International Association for Continuing Education and Training;

(B) Exempt from the enrollment requirement of paragraph (a)(8) and the admission requirement set forth in paragraph (b)(3);

(C) Offered at any time during the academic year, notwithstanding the requirements of paragraph (b)(1), and shall be including in an eligible institution’s Indian Student Count according to the following annual schedule:

(i) September 1-December 31: Fall academic term

(ii) January 1-May 31: Spring academic term

(iii) June 1-August 30: Summer academic term; and

(D) Determined as one credit for every 10 contact hours in the case of an institution on a semester system, or a corresponding number of contact hours in the case of an institution on a quarter system, as determined by the Secretary.”



Current Law:

Subsection 2(b)(4), et. seq. of the TCU Act ([25 U.S.C. 1801 note](#)):

(4) Indian students earning credits in any continuing education program of a tribally controlled college or university shall be included in determining the sum of all credit hours.

(5) Eligible credits earned in a continuing education program:

(A) shall be determined as one credit for every ten contact hours in the case of an institution on a quarter system, or 15 contact hours in the case of an institution on a semester system, of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction, as described in the criteria established by the International Association for Continuing Education and Training; and

(B) shall be limited to ten percent of the Indian student count of a tribally controlled college or university.

1994 Program Update: AIHEC Board Meeting, March 16, 2019

25th Anniversary – 1994 Land-Grant Institutions

On Oct. 20, 1994, 29 tribal colleges received land-grant institution status. For FY 2019, and for one year after October 20, 2019, we should consider different ways to celebrate. What are your recommendations for how USDA may best help to celebrate these events?

Scholarship Programs

1. USDA 1994 Tribal Scholarship: The Office of Management and Budget number is up for renewal in October 2019. I am requesting help to improve USDA's help to make this program stronger.
 - a. The 2018 Farm Bill enables recipients of the USDA 1994 Tribal Scholarship to have non-competitive conversion. This is a 'scholarship for service'-type of program.
2. New Beginnings for Tribal Students: The 2018 Farm Bill established a new land-grant institutions scholarship called New Beginning for Tribal Student, Sec. 7120. The legislation reates a new Native American student scholarship fund for tribal students attending land-grant universities and colleges.

Internship Programs

AIHEC had endorsed USDA's engagement with the Hispanic Association of Colleges and Universities (HACU) as a vehicle to hire students from the 1994s for internships. At this time, there is not a cooperative agreement between HACU and USDA for students. Would AIHEC consider collaborating with HACU to enhance USDA opportunities for 1994 students?

Memorandum of Agreement

The USDA Office of Partnerships and Public Engagement sent a two page memorandum of agreement to AIHEC for review. The MOA is Congress' mandate for USDA that also includes ensuring 1994 Institutions have equitable access to employment, programs, services, and resources.

Terra Preta do Indio Tribal Fellowship

For summer 2019, we plan to host faculty for the Terra Preta do Indio Tribal Fellowship. This program, commonly known as USDA's "Tribal Fellowship", matches tribal land-grant faculty and staff with USDA program and research staff to identify research needs specific to Indian Country and tribal communities. The Fellowship will pay for travel, hotel, and per diem for selected faculty.

Program Contact

Lawrence Shorty, Program Director
1994 Tribal Land-Grant Colleges and Universities Program
USDA
Lawrence.Shorty@osec.usda.gov; 202-720-7265



*Received by AIHEC:
Feb. 13, 2019*

United States
Department of
Agriculture

FEB 12 2019

Office of
Partnerships and
Public Engagement

1400 Independence
Avenue, SW.

Stop 0601

Washington, D.C.
20250-0103

Carrie Billy
President and CEO
American Indian Higher Education Consortium
121 Oronoco Street
Alexandria, Virginia 22314

Dear Ms. Billy:

This letter addresses the Memorandum of Agreement (MOA) between the 1994 Institutions of the U.S. Department of Agriculture (USDA) and the American Indian Higher Education Institutions Consortium (AIHEC). The Office of Partnerships and Public Engagement (OPPE) is in the process of finalizing the MOA and request your review of the enclosed draft document and return it to OPPE with any modifications by Friday, February 15, 2019.

This request is in response to the requirement first established in the 1996 Farm Bill section 882, Memorandum of Agreement regarding 1994 Institutions, which amends section 533 of the Equity in Educational Land-Grant Status Act of 1994 (Public Law 103-382; 7 U.S.C. 301 note) by adding at the end the following: “(d) Memorandum of Agreement—Not later than January 6, 1997, the Secretary shall develop and implement a formal memorandum of agreement with the 1994 Institutions to establish programs to ensure that tribally controlled colleges and Native American communities equitably participate in Department of Agriculture employment, programs, services, and resources.”

We look forward to continuing this collaboration that enhances the relationship between USDA and 1994 institutions to improve access of rural communities, particularly Native American communities, to USDA program and services. Please scan and e-mail the edited document to Lawrence Shorty, Director, 1994 Tribal Land-Grant Colleges and Universities Program. If you have any questions or concerns regarding the MOA please contact, Lawrence at (202) 720-7265 or lawrence.shorty@osec.usda.gov.

Sincerely,

Mike Beatty
Director
Office of Partnerships and Public Engagement

MEMORANDUM OF AGREEMENT
Between the U.S. Department of Agriculture
and
The 1994 Institutions

This Memorandum of Agreement (MOA) is made and entered between the U.S. Department of Agriculture (USDA) and the 1994 Institutions, as cited in section 532 of the Equity in Educational Land-Grant Status Act of 1994 (7 U.S.C. 301 note), in furtherance of ensuring the schools have equitable access to employment, programs, services, and resources. For purposes of this MOA, USDA and the 1994 Institutions will be collectively referred to as “the Parties.”

Article I: Purpose

The objectives of the collaboration are to strengthen the capacities and achieve the full integration of the 1994 Institutions into USDA’s land-grant programs. This will be accomplished by developing Departmental programs and coordinating Agency activities to increase employment and educational opportunities for 1994 Institutions’ students. Programmatic efforts will be made to:

1. Strengthen 1994 Institutions and supporting their full integration into the land-grant system and programs; and
2. Promote agricultural careers and professional attainment among students; increasing employment opportunities in the USDA for students.

Article II: Authority

The purpose of this MOA is to carry out the mandate of the Federal Agriculture Improvement and Reform Act of 1996, Pub. L. No. 104-127, to develop a MOA and to establish programs to ensure that tribally controlled colleges and universities, the 1994 Institutions, and Native American communities equitably participate in USDA employment, programs, services, and resources.

Article III: Responsibilities

The Parties will jointly establish a Leadership Group to serve as an advisory body for all partnership initiatives under this MOA. This group shall consist of an equal number of members from USDA Mission Areas and Presidents from the 1994 Institutions. The Secretary of Agriculture shall appoint a Co-Chairperson from USDA, Co-Chairperson from the 1994 Institutions, and the Leadership Group members. The Leadership Group will meet on a scheduled basis as determined by the members, at least twice within a calendar year.

Article IV: Principal Contacts

USDA: The principal contacts for this MOA are the Director of the Office of Partnerships and Public Engagement, and the 1994 Program Director.

1994 Institutions: _____

Article V: Miscellaneous

- A. USDA and 1994 Institutions and their respective agencies and offices will handle their own activities and utilize their own resources, including the expenditure of their own funds, in pursuing these objectives. Each Party will carry out its separate activities in a coordinated and mutually beneficial manner.
- B. Nothing in this MOA shall obligate either USDA or 1994 Institutions to obligate or transfer any funds. Specific work projects or activities that involve the transfer of funds, services, or property among the various agencies and offices of USDA and 1994 Institutions will require execution of separate agreements and be contingent upon the availability of appropriated funds. Such activities must be independently authorized by appropriate statutory authority. This MOA does not provide such authority. Negotiation, execution, and administration of each such agreement must comply with all applicable statutes and regulations.
- C. This MOA takes effect upon the signature of USDA and 1994 Institutions and shall remain in effect for 5 years from the date of execution. This MOA may be extended or amended upon written request of either USDA or 1994 Institutions and the subsequent written concurrence of the other Party. Either USDA or 1994 Institutions may terminate this MOA with a 60-day written notice to the other Parties.
- D. This MOA is not intended to, and does not create, any right, benefit, or trust responsibility, substantive or procedural, enforceable at law or equity, by a party against the United States, its agencies, its officers, or any person.

UNITED STATES DEPARTMENT OF AGRICULTURE

/s/
Sonny Perdue

Date

1994 Institutions

/s/TBD

Date

MEMORANDUM OF AGREEMENT

Between the U.S. Department of Agriculture,

U.S. DEPARTMENT OF AGRICULTURE

and,

THE AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM

1. PARTIES

The 1994 Institutions

This Memorandum of Agreement (MOA) is made and entered between the U.S. Department of Agriculture (USDA) and the American Indian Higher Education Consortium (AIHEC); hereinafter referred to as "Party" or "Parties," enter into this Memorandum of Agreement (MOA). For purposes of this MOA, AIHEC represents only the "1994 Institutions" listed 1994 Institutions, as cited in section 532 of the Equity in Educational Land-Grant Status Act of 1994, Title V, Part C, Public Law 103-382 (7 U.S.C. 301 note)-Status Act of 1994 (7 U.S.C. 301 note), in furtherance of ensuring the schools have equitable access to employment, programs, services, and resources. For purposes of this MOA, USDA and the 1994 Institutions will be collectively referred to as "the Parties."

Article I: Purpose

The objectives of the collaboration are to strengthen the capacities and achieve the full integration of the 1994 Institutions into USDA's land-grant programs. This will be accomplished by developing Departmental programs and coordinating Agency activities to increase employment and educational opportunities for 1994 Institutions' students. Programmatic efforts will be made to:

1. Strengthen 1994 Institutions and supporting their full integration into the land-grant system and programs; and
2. Promote agricultural careers and professional attainment among students; increasing employment opportunities in the USDA for students.

Article II: Authority

2. The PURPOSE

purpose of this MOA is to carry out

This MOA reaffirms the partnership between AIHEC and USDA to assist in fulfilling the mandate of the Farm Security and Rural Investment Federal Agriculture Improvement and Reform Act of 2002 (7 U.S.C. 301), which requires USDA-1996, Pub. L. No. 104-127, to develop a MOA and to establish programs ensuring to ensure that tribally controlled colleges and universities (TCUs), the 1994 Institutions, and Native American Indian/Alaska Native communities equitably participate equitably in USDA employment, programs, and activities. This MOA

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~~also serves to promote increased cooperation among USDA, TCUs, and American Indian/Alaska Native communities in all areas of mutual interest.~~

~~The MOA establishes a cooperative framework through which the USDA 1994 Land Grant Institution (Tribal Colleges) program will enhance the capability of American Indians/Alaska Natives to attain educational excellence and to contribute positively to the fulfillment of USDA's mission.~~

~~The parties will focus on strengthening the capacities of AIHEC member institutions and supporting their full integration into USDA programs and services, as well as the Land Grant System and its programs. The MOA will also promote food and agricultural science careers and professional attainment among students attending AIHEC member institutions; promote employment opportunities within USDA for students attending AIHEC member institutions; and support the development of AIHEC.~~

~~This MOA reflects the commitment of the parties to further USDA's outreach efforts with the 1994 Land Grant Institutions and the communities served by these institutions. This MOA is not intended to, and does not create, any right, benefit, or trust responsibility, substantive or procedural, enforceable by law or equity, by AIHEC or any other party against USDA, its Agencies, its officers, or any person.~~

~~3. CANCELLATION~~

~~This MOA supersedes the February 6, 2008, MOA between USDA and AIHEC.~~

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4. OBJECTIVES

~~The objectives of the program are to:~~

~~a. Strengthen and sustain TCU capacity by fully integrating 1994 Tribal Colleges into USDA programs, services, and resources and into the Land Grant System, and to ensure their full participation in USDA's Land Grant Programs;~~

~~b. Develop Departmental programs and coordinate Agency activities to enhance employment and educational opportunities within USDA for students and educators of AIHEC member institutions; and~~

~~c. Target and provide USDA resources for strengthening Tribal Colleges.~~

~~In fulfillment of the objectives, efforts will be made to:~~

~~a. Establish capacity building programs, including technical assistance, facilities rehabilitation and enhancement, and loan of USDA personnel for teaching, research, faculty, administration, and assisting 1994 Tribal College Regional Liaisons at AIHEC member institutions;~~

~~b. Provide linkages and develop partnerships between AIHEC member institutions and USDA's Mission Areas and programs, other Federal agencies, and non-profit organizations, including the Association of Public and Land Grant Universities (APLU);~~

~~c. Undertake USDA student and faculty programs with AIHEC member institutions;~~

~~d. Enhance USDA employment opportunities for students at AIHEC member institutions;~~

~~e. Ensure participation of AIHEC member institutions in USDA's extension, research, and data collection activities; and,~~

~~f. Ensure participation in grant and excess property acquisition opportunities for AIHEC member institutions.~~

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5. USDA/AIHEC LEADERSHIP GROUP

Article III: Responsibilities

~~The Parties will jointly establish a USDA/AIHEC Leadership Group (hereinafter referred to as "Leadership Group") to serve as an advisory body for all partnership initiatives.~~

~~The Leadership Group will provide guidance to ensure that mutual benefits and interests are served by USDA/AIHEC partnership initiatives under this MOA. This group shall consist of an equal number of members from USDA and AIHEC member institutions as well as a representative Mission Areas and Presidents from the AIHEC central organization, 1994 Institutions. The Secretary of Agriculture, USDA, shall appoint a Co-Chairperson from USDA, Co-Chairperson from the USDA 1994 Institutions, and the Leadership Group members and the USDA Co-Chairperson. The Chair of the AIHEC Board of Directors shall appoint the AIHEC Co-Chairperson of the Leadership Group from its members. The Leadership Group will meet on a scheduled basis as determined by the members, at least twice within a calendar year.~~

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6. RESPONSIBILITIES:

Article IV: Principal Contacts

~~USDA: The Parties will work together to identify activities/initiatives of mutual benefit and will participate in and be responsible principal contacts for activities as follows:~~

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~~The USDA will:~~

~~a. Broaden outreach to this MOA are the 1994 Land-Grant Institutions to increase their access to and participation in USDA programs and services;~~

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~~b. Provide AIHEC with information on employment and program opportunities within USDA;~~

~~c. Participate in annual conferences sponsored by AIHEC and Director of the National Indian Education Association, career fairs, and on-campus career orientation and recruitment activities; as well as assist in outreach efforts, and explore opportunities for the provision of student career counseling and mentoring;~~

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~~d. Explore scholarship, internship, fellowship, and cooperative education opportunities at USDA and coordinate planning for pre-collegiate and collegiate programs for students enrolling at AIHEC member institutions;~~

~~e. Consider opportunities for USDA employees to serve at AIHEC's central headquarters and member institutions as executives on loan or technical advisors and for faculty members of AIHEC member institutions to serve temporary developmental assignments at USDA;~~

~~f. Encourage its Agencies to enter into agreements with AIHEC member institutions to promote special initiatives of mutual interest, including, but not limited to, programs to advance extension, research, education, and data collection activities at AIHEC member institutions and programs to assist AIHEC member institutions in their efforts to encourage greater stewardship of their lands and natural resources;~~

~~g. Provide assistance to AIHEC member institutions. Such assistance may include, but shall not be limited to, the following: instructional services; development of curricula; technology infrastructure and support; research and facility support; access to Federal surplus and excess property; loaned executives and teaching and research faculty; educational workshops for instructors; and technology transfer to AIHEC member institutions;~~

~~h. Encourage cooperative program activities between AIHEC member institutions and other institutions of higher education that have working relationships with USDA;~~

~~i. Provide opportunities for representation of AIHEC member institutions on relevant advisory boards and commissions established by the Secretary of Agriculture, including, but not limited to, the National Agricultural Research, Extension, Education, and Economics Advisory Board; and,~~

J.—~~In cooperation with AIHEC, participate in a biennial conference for AIHEC member institutions and USDA officials and employees, which will provide participants a cost-effective opportunity to enter into dialogue with one another, promote stronger~~

~~and more effective partnerships and programs, and exchange information on new and existing programs.~~

The AIHEC will:

- ~~a. Provide AIHEC member institutions with information on employment, training, grant, and excess property opportunities with the USDA to maximize the equitable representation of American Indians/Alaska Natives in USDA-funded programs;~~
- ~~b. Assist AIHEC member institutions in the development and implementation of programs to prepare students for careers identified as important by USDA through degree programs at AIHEC member institutions and through cooperative arrangements with other institutions offering broader and more advanced training opportunities and will provide outreach and recruitment at the secondary and lower grade levels to accomplish similar goals;~~
- ~~c. Assist AIHEC member institutions in establishing partnerships with State and private 4-year institutions and other AIHEC member institutions to facilitate transfer of students into baccalaureate and advanced degree programs, if not offered at an AIHEC member institution;~~
- ~~d. Provide facilities and services to host special educational and training programs;~~
- ~~e. In cooperation with USDA, participate in a biennial conference for AIHEC member institutions and USDA officials and employees;~~
- ~~f. Assist in the execution of projects such as forums and workshops directed toward increasing employment and training opportunities within USDA for students and educators of AIHEC member institutions; and,~~

~~g. Appoint a representative from the AIHEC Central Office to serve on the USONAIHEC Leadership Group of Partnerships and Public Engagement, and the 1994 Program Director.~~

7. STRATEGIC PLAN

~~The parties will prepare, maintain, and continually assess a Strategic Plan to develop new initiatives and verify, assess, and sustain existing programs that serve to benefit both AIHEC 1994 member institutions and USDA. To assist in annual planning and to the extent that such information is available, the USDA Co-Chairperson will make information on relevant resources available to the Leadership Group.~~

8. AGREEMENTS

~~This MOA has no funding authority. Therefore, before undertaking any collaborative activity requiring the obligation of Federal funds or resources, the partnering USDA Agency, AIHEC and/or 1994 Tribal College will negotiate and execute an appropriate instrument such as a contract, grant, cooperative agreement, Intergovernmental Personnel Act agreement, or other agreement to document the transaction and identify the legal authority underlying the particular transaction. Each collaborative activity shall be agreed upon and conducted in accordance with all applicable statutes and regulations.~~

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9. COSTS AND IMPLEMENTATION

This 1994 Institutions:

Article V: Miscellaneous

A. USDA and 1994 Institutions and their respective agencies and offices will handle their own activities and utilize their own resources, including the expenditure of their own funds, in pursuing these objectives. Each Party will carry out its separate activities in a coordinated and mutually beneficial manner.

Nothing in this MOA is not a financial or funding document. It does not impose any financial commitments on shall obligate either party- USDA or 1994 Institutions to obligate or transfer any funds. Specific work projects or activities or initiatives that involve the transfer of funds, services, or property among the various agencies and offices of USDA and AIHEC

B. 1994 Institutions will require execution of separate agreements and will be contingent upon the availability of appropriated funds. Such activities must be independently authorized by appropriate statutory authority. This MOA does not provide such authority. Negotiation, execution, and administration of each such agreement must comply with all applicable statutes and regulations.

The Parties are encouraged to identify funds and resources to support activities of mutual benefit.

10. AMENDMENT AND TERMINATION

C. This MOA takes effect upon the signature of USDA and AIHEC 1994 Institutions and shall remain in effect for 5 years from the date of execution. If either party to this agreement finds it impossible to carry out its terms, they need to notify the other party within 60 days of its annulment. The This MOA may be extended or amended upon written request of either USDA or AIHEC 1994 Institutions and the subsequent written concurrence of the other Party. Either USDA or AIHEC 1994 Institutions may terminate this MOA with a 60-day written notice to the other Parties.

11. AUTHORITIES

Equity in Educational Land Grant Status Act of 1994, Title V, Part C, Public Law 103-382 (7 U.S.C. 301 note).

Farm Security and Rural Investment Act of 2002, Sections 7126-7128 and Section 7201 (7 U.S.C. 301).

Executive Order 13270 (Executive Order on Tribal Colleges and Universities), July 3, 2002.

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D. The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parental status, religion, sexual orientation, genetic information, political beliefs, reprisal, or because all or a part of an individual's income is derived from any public assistance program. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact USDA's TARGET Center at (202) 720-2600 (voice and TDD). To file a complaint of discrimination write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410 or call (800) 795-3272 (voice) or (202) 720-6382 (TDD). USDA is an equal opportunity provider and employer. This MOA is not intended to, and does not create, any right, benefit, or trust responsibility, substantive or procedural, enforceable at law or equity, by a party against the United States, its agencies, its officers, or any person.

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UNITED STATES DEPARTMENT OF AGRICULTURE

/s/

Sonny Perdue Date

1994 Institutions

/s/TBD

Date

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2019 Spring BoD Meeting

AFFILIATE REPORTS



BOARD OF TRUSTEES JOB DESCRIPTION

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

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



College Fund Report to AIHEC Spring 2019

Research and Sponsored Programs

The College Fund's department of Program Initiatives administers TCU-based programming in the areas of restoration of Native arts and culture, environmental sustainability, early childhood education, institutional infrastructure and planning, and broader student and institutional success programming. This report provides an overview of accomplishments between October 15, 2018 to February 15, 2019.

CULTURAL PRESERVATION & REVITALIZATION – National Endowment for the Humanities

The NEH Cultural Preservation Endowment supports cultural preservation and revitalization efforts at 24 TCUs. Program support target cultural preservation, perpetuation and revitalization efforts defined by tribal colleges and university grantees. The 2019 awards were disbursed in January. Final reports for the 2019 NEH Cultural Preservation program will be due on December 31, 2019.

DOLLAR GENERAL LITERACY FOUNDATION GED PROGRAM – Dollar General

The 2018-19 Dollar General American Indian and Alaska Native Literacy and Adult Education Program supports four tribal colleges: Oglala Lakota College in Kyle, ND; Tohono O'odham Community College; Sinte Gleska University; and Southwestern Indian Polytechnic Institute. Each TCU engages in programming supporting Native students in achieving their General Education Diploma (GED) and High School Equivalency (HSE). This program seeks to provide direct services to approximately 700 AIANs pursuing GED/HSE. By January 2019, the TCUs enrolled approximately 637 students.

INDIGENOUS VISIONARIES – EARLY CHILDHOOD EDUCATION, SEEDS, NATIVE ARTS AND CULTURE

The Indigenous Visionaries fellowship program focuses on the development of the next generation of Native women leaders in the fields of early childhood education, Native arts and culture, and environmental sciences and/or related natural science fields. For the 2018-2019 school year, three TCUs were awarded the Indigenous Visionaries Women's Leadership Grant; Sisseton Wahpeton College for the Native Arts and Culture program, Fond du Lac Tribal and Community College for the Environmental Sustainability program and Salish Kootenai College for the Early Childhood Education program.

This past year the three TCUs and their student fellows participated in research, programming, and community-based collaborations that will serve as foundational experiences for the development of place-based leadership. Indigenous Visionaries will continue to develop and grow their distinguishing qualities through opportunities in artistic, environmental sustainability and early childhood education leadership. Fellows will gain communication, research, and technical skills through their fellowship by

hands on lessons with their advisor, peer to peer mentorship will fellow mentors and network building and community partnership building.

RESTORATION AND PRESERVATION OF TRADITIONAL NATIVE ART FORMS AND KNOWLEDGE – Margaret A. Cargill Philanthropies

The goal of the *Restoration and Preservation of Traditional Native Art Forms and Knowledge* grant is to expand knowledge and skills in the endangered art forms at TCUs. This funding provides resources for TCUs to develop and implement more formalized traditional Native arts academic and community outreach programming.

From July 1, 2018 to September 17, 2018 the following TCUs were awarded:

- September to December 2018: Four Month Grant.
 - College of Menominee Nation (CMN)
 - CMN hosted a Traditional drum and rattle making workshop. Their project seeks to revitalize traditional native art forms that helps to provide ongoing traditional music to the upcoming generations of Menominee people.
 - Sinte Gleska University (SGU)
 - SGU's project delivered two endangered traditional art forms, flute-making and designing and making traditional moccasins. Master artists worked with staff to produce a workshop outline which will include the process for making the featured art form.
 - Turtle Mountain Community College (TMCC)
 - TMCC choose finger weaving because there is currently only one artist- Gaylene Martin - on the Turtle Mountain Reservation who is knowledgeable about making Michic/Metis Sashes. The Michic/metis sashi is a piece of art made by the Ojibwe people.

Six TCUs are currently in the middle of their one-year grant program that began in April 2018 and will conclude in March 2019, with final report due on April 30, 2019:

- April 2018 to March 2019 (\$16,000) - One Year Grants
 - Fond du Lac Tribal and Community College (FDLTCC) hosted five Native arts workshops in strap dress making, ceremonial quilt making, finger weaving, Ojibwe symbology and rawhide shield making.
 - Lac Court Oreilles Ojibwa Community College (LCOOCC) focused their programming on middle and high school students. Weekly community educational workshops in beading, moccasin making, finger weaving, birch bark baskets, beaded bag and beaded mittens. LCOOCC was awarded an Innovative Grant that will help support additional Native Arts workshops at their neighboring satellite campuses.
 - Leech Lake Tribal College (LLTC) hosted a year-long community extension workshops series in porcupine quill, birch bark baskets, Ojibwe moccasins, lacrosse sticks and winnowing trays for wild rice.

- Sisseton Wahpeton College (SWC) hosted a Buffalo Hide Tanning workshop and the creation of curriculum to accompany the previously created Dakota Traditional design poster. The proposed project will have a broad impact on members and neighbors of the Sisseton-Wahpeton Oyate. SWC was awarded an Innovative Grant that will help support the publishing of additional Dakota Traditional Design posters. These posters will be distributed to local schools.
- Sitting Bull College (SBC) hosted six Native arts workshops that allowed for participants to earn community education unit credits in horse masks, shawl making, basket making, parfleche making, quillwork and ledger art.
- United Tribes Technical College (UTTC) hosted two cultural art series in pottery and star quilts. These workshops will be available for UTTC students and community members.

For the September to December 2018 grant period two TCUs hosted a visit:

- Sisseton Wahpeton College hosted a Buffalo Hide Tanning workshop and invited Program Administrators from Leech Lake Tribal College and Cankdeska Cikana Community College to visit and participate.
- Leech Lake Tribal College hosted an Ojibwe Lacrosse Stick and Ball Making workshops and invited Program Administrators from Sitting Bull College to visit and participate.

**SCHOLARLY EMERGENCE FOR ENVIRONMENTAL DESIGN AND STEWARDSHIP – Margaret A. Cargill
Philanthropies**

The SEEDS grant supports capacity building of environmental and sustainability programs at TCUs located in Wisconsin, Minnesota, North Dakota, South Dakota and grassland regions of Montana. The College Fund awarded one TCU two-year grant to Sisseton Wahpeton College (SWC). Their two-year integrated grant entitled “Re-envisioning Science Through Dakota Wicohan,” supports the enhancement of their Sustainable Environmental Studies (SES) program and develops intentional collaboration between the SES program and the Dakota Studies program, provides faculty professional development opportunities, and student fellowships. The grant is for the period of December 01, 2018 through December 30, 2020.

To date six TCU sites were awarded two-year grants. Projects are impacting a total of 31 SEEDS grant team members, which includes: 22 faculty members, two academic deans, one Traditional Ecological Knowledge consultant, and seven natural resource and environmental institutional partners. Additionally, there are 10-16 student interns, two student fellowships, a minimum of 25 faculty professional development opportunities, three faculty professional development opportunities and a minimum of 45 community partners involved in or supported through the SEEDS grants. April 13-14, 2019, SEEDS will host their two-year convening at the University of New Mexico’s Indigenous Design and Planning Institute.

TCU Early Childhood Education (ECE) Initiatives

FOR THE WISDOM OF THE CHILDREN: STRENGTHENING THE TEACHER OF COLOR PIPELINE - W.K.

Kellogg Foundation

For the Wisdom of the Children: Strengthening the Teacher of Color Pipeline initiative focuses on STEM (Science, Technology, Engineering, and Math) early childhood education by partnering with TCUs to increase the number of teachers of color (particularly Native teachers), provide more training and education in STEM ECE for teachers, indigenize their STEM ECE curriculum, and increase STEM opportunities for Native children. The *For the Wisdom of the Children* is completing Year 1 of the grant term, and on April 1st will launch Year 2.

- Fond Du Lac Tribal Community College (FDLTCC) was awarded for their *Minogi'aawaso Maajigii (Raise Children in a Good Way as They Grow)* project.
- Keweenaw Bay Ojibwa Community College (KBOCC) was awarded for their *Gimaadaadisimin (We All Start a Journey)* project.
- Northwest Indian College (NWIC) was awarded for their *Engaging Native Children in STEM: What Our X'epy (Cedar People) and Scha'nexw (Salmon People) Can Teach Us about the World and Cosmology* project.
- Salish Kootenai College (SKC) was awarded for their *Our People's Timeline: Community STEM Education, Season by Season* project.
- Southwestern Indian Polytechnic Institute (SIPI) was awarded for their *Strengthening Our Collective Capacity: A Community-Based Initiative Supporting Early Childhood STEM Opportunities & Teacher Development* project.

At the end of this program, the College Fund estimates reaching 100 Native teachers per TCU grantee.

TOYOTA ECE STEM INITIATIVE - Toyota Motor Company

The College Fund received match funding from Toyota Motor Company to support community-based programming in the areas of early childhood education and integration of STEM programming with children and families. The *Toyota ECE STEM* are one-year grants awarded to eligible TCUs. There are currently seven grantees working with early learning center partners in their respective communities.

- Fond Du Lac Tribal Community College
- Keweenaw Bay Ojibwa Community College
- Northwest Indian College
- Salish Kootenai College
- Southwestern Indian Polytechnic Institute
- Little Big Horn College
- Iłisaḡvik College

TRADITIONAL NATIVE ARTS AND ENERGY/WATER EFFICIENCY INFRASTRUCTURE GRANT – Margaret

A. Cargill Philanthropies

The three-year *Traditional Native Arts and Energy Efficiency Infrastructure* grant funded by the Margaret A. Cargill Philanthropies closed on November 30, 2018. 21 projects

were funded at 12 of the 13. TCUs in the upper Midwest were offered the opportunity which were are broken down to 8 Traditional Native Art Infrastructure Projects, and 13 Energy/Water Efficiency Infrastructure Projects. Projects included: renovations of art classrooms and archival spaces; upgrading lighting to energy efficiency lighting in interior and exterior spaces; upgrading water drinking stations, faucets, and toilets; replacing siding and roofs to improve insulation; and using alternative sources of energy - pellet stove, solar, and wind.

TRADITIONAL ARTS AND ENVIRONMENT INFRASTRUCTURE PLANNING PROJECT – Margaret A. Cargill Philanthropies

On December 1, 2018, the College Fund started a two-year project funded from a grant from the Margaret A. Cargill Philanthropies to provide strategic long-range planning for traditional Native arts and culture and environmental infrastructure improvements to TCUs in the upper Midwest (MN, ND, SD, WI). Through collaboration with TCUs and consultants one-two TCUs will participate in campus-wide plans to reduce their environmental footprint and three-five TCUs will participate in either Native arts and culture or environmental infrastructure planning. This project will not include plan implementation or construction.

Research and Faculty Development Initiatives

The Office of Research and Sponsored Programs (ORSP) is responsible for conducting internal and external research initiatives across TCUs and within the College Fund. This report provides a reflection on accomplishments from October 15, 2018 to February 15, 2019.

INQUIRY & INSTITUTIONALIZATION OF STUDENT SUCCESS EFFORTS AT TCUs - Kresge Foundation

The College Fund was awarded a three-year, \$450,000 grant beginning August 2017 and ending July, 2020 from the Kresge Foundation to develop an internship program model and create case studies focusing on TCU development of student support service programs and capacity building efforts during their participation in Project Success. The three institutions are: (1) Diné College (DC), (2) Stone Child College (SCC), and (3) Red Lake Nation College (RLNC).

Also, in February 2019, the College Fund and TCU subset all attended the Kresge Inquiry Project Convening and at least one member of the TCU subset team attended the Achieving the Dream Conference. The convening was dedicated to professional development and preparing TCUs for data collection through mock trainings for consenting, surveying, interviewing, and leading focus groups. As part of the larger Kresge Project, College Fund Staff conducted two focus group at Achieving the Dream to understand TCUs participation in Project Success. We had a total of 23 participants--TCU faculty, staff, and leadership. Looking ahead, the College Fund and TCUs will continue data collection and develop strategies for engaging TCU staff and leadership to ascertain the impact of Project Success more broadly across the TCU system.

MELLON MASTERS FELLOWS – Andrew W. Mellon Foundation

The *Mellon Master's Fellowship* was initially a five-year grant funded in 2013 and is now part of the three-year (2018-2021) *Mellon Growing Their Own Fellowship* grant currently funded through the Andrew W. Mellon Foundation to provide fifty fellowships to tribal college faculty or staff to earn a master's degree while continuing to work at their TCUs.

In total, 29 fellowships were awarded from a diverse and competitive pool of applicants. Fellows represent 18 TCUs (ANC, BMCC, CCCC, CMN, DC, IAIA, KBOCC, LPTC, NHSC, NTU, NWIC, SBC, SGU, SKC, OLC, TOCC, TMCC, and UTTC). Fellowships were awarded in the following cohorts:

- The first cohort of nine fellows was funded from Fall 2014 to Spring 2016.
 - Eight fellows received their degrees.
 - One fellow continues to work on finishing her degree.
- The second cohort, consisting of three fellows, was funded from Fall 2015 to Spring 2017.
 - All three fellows received their degrees.
- The third cohort of eight fellows was funded from Fall 2016 to Spring 2018.
 - Five fellows received their degrees.
 - Two fellows will graduate in December 2018.
 - One fellow will graduate in May 2019.
- The fourth cohort of nine fellows is currently funded from Fall 2018 to Spring 2020.
 - One fellow will graduate in May 2019.
 - One fellow will graduate in December 2019.
 - Six fellows will graduate in May 2020.
 - One fellow will graduate in December 2020.

To date, 17 fellows completed their degrees. Twenty-four fellows remain employed at their respective institutions and eight fellows received additional responsibilities since receiving their degrees, including developing new courses and programs. The fifth cohort of ten (10) fellows will be funded from Fall 2019-Spring 2021. **Application deadline is Friday, May 3, 2019 and available through this link:**

<https://aicf.advancingcommunities.us/masters-fellowships-for-tcu-faculty-and-staff-members/>.

MELLON GRADUATE HOURS PROGRAM – Andrew W. Mellon Foundation

Beginning July 2018, the *Mellon Graduate Hours Program* is funded through the Andrew W. Mellon to assist faculty members at TCUs seeking to complete 18 graduate credit hours in the fields they teach to meet recent accreditation requirements for highly qualified faculty. Priority is given to faculty at TCUs accredited by the Higher Learning Commission and fellowships are awarded for a period of up to three consecutive semesters for each candidate; the amounts received will be based on candidates' submitted budgets and necessary graduate credits, etc. Please see the instructions for applying to the Graduate Hours Program Fellowship at the College

Fund's website. Since July 2018, six fellowships were awarded beginning Summer 2018/Fall 2018 to five TCUs (SCTC, AIAI, TMCC, SBC, and WHTCC) in the amount of about \$44,000 for their first, second, and/or third semester of classes. All fellows are on track with their course completion, with two completing in program in Spring 2019.

MELLON CAREER ENHANCEMENT FELLOWS – Andrew W. Mellon Foundation

The Mellon Career Enhancement Fellowship program is funded through the Andrew W. Mellon Foundation since 2004 for TCU faculty to complete terminal degrees. The fellowships are awarded to TCU faculty who have completed all required coursework and comprehensive exams; the funding and mentoring support the fellows through the writing stage of their dissertations. The grant was renewed in 2018 and will fund eight TCU faculty members with one-year fellowships to complete their dissertations over the three-year grant cycle.

The fifteen cohort of four new fellows were awarded for the 2018-19 academic year. In total, 36 of the 44 Mellon fellows have completed their terminal degrees. Mellon Career Enhancement Fellows have represented 21 TCUs (BMCC, CCCC, CMN-Menominee, CMN-Muscogee, DC, FPCC, HINU, IAIA, KBOCC, LPTC, NHSC, NWIC, OLC, SBC, SGU, SIPI, SKC, SWC, TMCC, TOCC, and UTTC). Six fellows are on track to graduate by Summer 2019, while two never completed their degree program.

The sixteenth cohort of two-four fellows will be funded from Fall 2019-Spring 2020.

Application deadline is Friday, May 3, 2019 and available through this link:

<https://aicf.advancingcommunities.us/mellon-faculty-career-enhancement-fellowship/>.

NYSWANDER-MANSON AND BLANCHARD FACULTY FELLOWSHIP

The *Nyswander-Manson* and *Blanchard Pre-Dissertation Faculty Fellowships* are one-time grants awarded to TCU faculty members working on their doctorate degrees or terminal Master's Degrees. The *Nyswander-Manson Fellowship* is offered to faculty members working at TCUs with four-year degree programs. The *Blanchard Fellowship* is available to TCU faculty members from both two- and four-year TCUs. The fellowships are designed to assist with tuition, travel expenses, and research prior to the dissertation stage. In addition, the *Nyswander-Manson Fellowship* is designed as a pipeline for the Mellon Career Enhancement Fellowship program.

Since 2005, 38 pre-dissertation fellowships were awarded to faculty from 13 TCUs (ANC, BFCC, BMCC, CMN-Menominee, HINU, IAIA, IC, LBHC, NWIC, SIPI, SKC, TMCC, and UTTC). **Application deadline is March 29, 2019 and available through this link:**

<https://aicf.advancingcommunities.us/nyswander-blanchard-grant-application/>.

TCU FACULTY RESEARCH INITIATIVES - Henry Luce Foundation

The 2018-2019 TCU Faculty Research Initiatives grant focuses on cultivating Native intellectual leadership and capacity at TCUs through activities designed to support TCU faculty. The grant fosters the intellectual leadership within TCUs by supporting faculty

through the following activities: (1) hosting the annual TCU Faculty Research Convening, (2) publishing the annual TCU Research Journal (TCURJ), (3) hosting an annual Writing Retreat for manuscript development, (4) offering Professional Development stipends for conference attendance, and (5) cultivating mentoring opportunities with senior Native faculty. The main purpose of this project is to expand research opportunities for TCU faculty in pursuit of establishing a culture of research across the TCU system of postsecondary institutions.

Since October 2018, the following was achieved through the grant initiative:

- TCURJ Vol. III was published with four articles ranging in topics from education to environmental sciences.
- In January 2019, eleven manuscripts were submitted for publication to the TCURJ for Vol. VI; the most submissions of any previous volume. Vol. IV is slated to be published in October 2019.
- The Intensive Writing Retreat hosted eight TCU faculty and four Mellon Career Enhancement Fellows for the three-day retreat in Denver, CO. Four faculty submitted their manuscripts to the TCURJ Vol. IV and two Mellon Fellows successfully defended their dissertations in November 2018.
- Awarded 15 Faculty Professional Development grants to faculty attending and presenting at regional, national, and international conferences in their respective fields of study.

The sixth annual TCU Faculty Research Convening will be held July 8-9, 2019 in Denver, CO. The theme for this year's convening is *Innovation of Indigenous Higher Education: Tribal Colleges and Universities (TCUs) Utilizing Theory and Practice*. The Call for Proposals is available through this link: <https://aicf.advancingcommunities.us/6th-annual-tcu-faculty-research-convening-call-for-proposals-and-registration-form/>. The deadline to submit a proposal is Friday, April 26, 2019. Faculty with accepted proposals will receive a \$500 travel stipend, 3-nights hotel stay, and all meals covered for the duration of the convening.

Ten Faculty Professional Development grants are available through December 2019. These grants are awarded on a first-come, first-served basis and the application can be accessed through this link: <https://aicf.advancingcommunities.us/tcu-faculty-research-initiatives-professional-development-grants/>.

TELLING OUR STORY: TCU RETURN ON INVESTMENT STUDIES – Strada Education Network

The five North Dakota TCUs comprising the North Dakota Association of Tribal Colleges are participants in a two-year, \$600,000 grant from the Strada Education Network. Strada awarded the grant to the College Fund in November 2017 with the grant ending October 2019.

The grant provides support to the TCUs to conduct alumni studies. The first is participation in the national Gallup-Purdue Index study which focuses on the economic and social well-being of college graduates. Currently all five ND TCUs and an additional four four-year TCUs (Institute of American Indian Arts, College of Menominee Nation,

Diné College and Northwest Indian College) gathered active alumni data (emails), completed institutional IRBs, submitted data to Gallup, provided survey outreach to alumni and are currently assisting Gallup in the fielding of the survey.

Additionally, the ND TCUs are participating Return on Investment (ROI) case studies. Each submitted all necessary institutional data to the ROI Institute. Only one additional data collection process has not been completed - former student alumni focus group discussions. These will occur in April 2019. The case study for Nueta Hidatsa Sahnish College was completed with preliminary findings presented in January. All remaining case studies are scheduled for completion by June 2019.

INDIGENOUS HIGHER EDUCATION EQUITY INITIATIVE (IHEEI)

On August 29-30, 2018, leadership at Colorado State University and the American Indian College Fund hosted the IHEEI by inviting tribal colleges and universities, public and private colleges and universities, non-profit organizations, foundations, institutes, and associates, along with Native college students to create a plan to increase visibility and promote college access and completion for Native students. From the meeting, the report *Creating Visibility and Healthy Learning Environments for Native American in Higher Education* was released on February 1, 2019. Planning is underway to discuss next steps. Link to report: <https://collegefund.org/presidents-blog/creating-visibility-and-health-learning-environments-for-native-americans-in-higher-education/>



Scholarships

Spring 2019 Disbursements in progress

TCU Scholarships

\$2,050,000
disbursed to 35 Tribal
Colleges and Universities

Tribal Colleges and
Universities will report
recipients starting Mar. 1

Full Circle Scholarships

Just over \$1.7 million will be
disbursed to students this
semester

Supporting nearly 900 Students at
170+ Colleges and Universities,
including 35 TCUs

New scholars will be selected to fill
open awards as a result of students
who graduated in Fall 18 or who did
not return to school in Spring 2019.



STUDENT SUPPORT ACTIVITIES

Team members working with scholarship recipients and program participants completed the following activities with students to build relationships, provide guidance on academic success, financial resources, and opportunities for career development.

Communications & Scholar Engagement

Social Media Messages

To engage scholars we have posted the following topics:

- Leadership and Scholarship Opportunities
- National conversations that have impact on Native communities and Higher Education
- Student Spotlight: Jasmine and Adam from College of Menominee

Signal Vine Text Messages

- Monthly Success Tips on academic planning
- Challenge: Meet with your instructor during office hours
- Scholarship Application deadline reminders

Monthly E-mail Newsletters

- Nov: Scholarships with upcoming deadlines
- Dec: Launch of "Connect" newsletters for Career updates
- Jan: Full Circle and TCU Scholarship Applications are now open
- Feb: Connect with SSS Staff at the AIHEC Student Conference

Upcoming Initiatives and events

March 15th: Think Indian Community Awareness Grant Applications due

The grants are intended to encourage institutions who serve Native students to promote the positive message of "Think Indian," the vibrancy of Native students, and highlight the support provided by Native scholarship programs on their campus and community. Awards available to both students and institutions.

March 17th: Student of the Year and Coca-Cola Scholars Banquet

In Billings, Montana, during the AIHEC Student Conference the College Fund will recognize and celebrate TCU selected Student's of the Year and Coca-Cola scholarship recipients. The event will take place on Sunday, 6-8pm at the Billings Convention Center.

April 6th: Student Ambassador Program Applications due

Ambassadors help spread awareness about the College Fund's services while strengthening personal and professional voice and skills through active representation and reflection of the mission of the College Fund.

Career Planning and Development

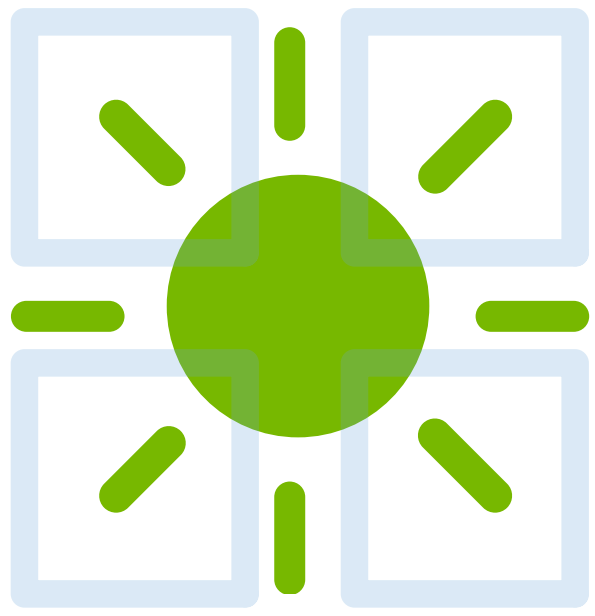
Shindig Web Series

Three-part career development sessions targeted to College Fund Scholars and all Native students. Using our online meeting technology, Shindig, scholars will engage with presenters, panelists, and fellow attendees on key career topics.

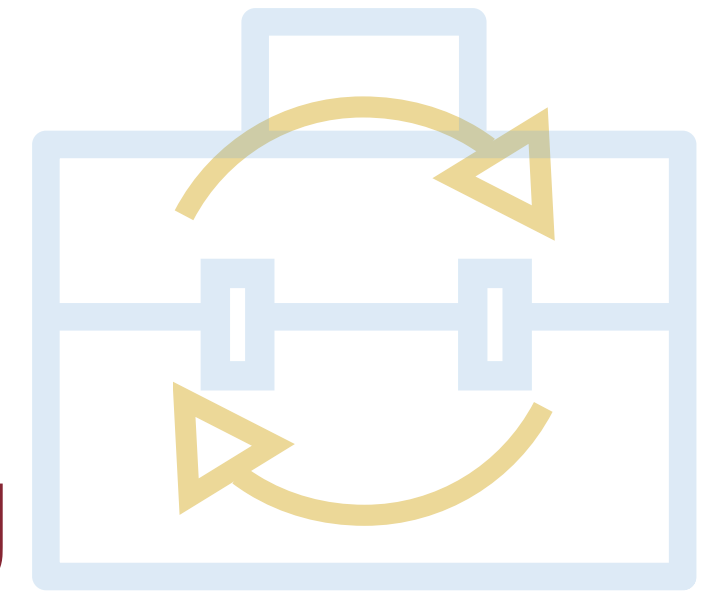
March 13th: A session on Career Development with Jack Soto

March 27th: A session on Leadership, Hosted by Chantell Niles, Director of First Generation Success, GlobalMindEd

April 10th: A scholars panel on internships and their experiences, with American Indian College Fund scholars and Ambassadors



Career Readiness Pathways Program TCU Capacity Building



OBJECTIVE

Support innovative and progressive career readiness programs at Tribal Colleges and Universities using culturally-responsive activities and a career planning resources while developing employer relationships to further student's sense of success at the institution and beyond.

Northwest Indian College

Hosted their first employer relations session to create a stronger understanding of pathways to employment between the College and local and tribal communities. Follow up to meeting is underway and will lead into their seven year strategic plan. This campus is developing their capacity to integrate a student portfolio into their advising and coaching practices while establishing a method to use College Fund student success tools .

Navajo Technical University

Will increase career readiness programming to include student portfolios and interview preparedness activities to align with their Spring Career EXPO and financial literacy week. Local and Navajo Nation entities will participate in this event. This is a step in learning more about how to impact student progress into the workforce.

College of Menominee Nation

The College is developing internship program policies and procedures to impact outcomes for student success across the institution. The Sustainability Institute is leading this initial work to improve their programming. Once this work is completed, they will work with other departments to increase internship and experiential education capacity.

White Earth Tribal and Community College

Will further develop their career readiness and internship programming. They will host a local employer relations convening to further their understanding of pathways to employment and are currently are working on identifying outcomes.

Career Readiness Initiative

We have three College Fund virtual tools that we are implementing this fall with scholarship recipients and other program participants.

Focus 2

An academic and career exploration tool with 5 separate inventories that allow for student to explore key aspects of self-awareness to impact choice and decision-making factors. Usage has increased from 83 users in October.

Connect

A networking platform that can be used for career and industry exploration and focused expert interviews. Additionally, we have added an employment connection component. Usage has increased from 44 users in October.

Routing Occupation and Academic Development (ROAD)

A universal internship application used to assist in matching students to partner opportunities. Currently working to place students in various experiences. Usage has increased from 54 applications in October.

164



Focus 2

126



Connect

111



ROAD

PLACE-BASED OPPORTUNITIES

Ford C3

5 College Fund Ambassadors were awarded \$3,000 each to design and complete a community project that aligned with a definition of sustainability.

Outcomes

- Develop communal inquiry and solutions
- Increase engagement to promote long-term collective action and impact
- Use traditional knowledge and innovation to address crucial community need

College of Menominee Nation

Goal: Increase awareness of waste stream management and community recycling program

Oglala Lakota College

Goal: Create cultural group for women to impact and distill internalized trauma through community building and traditional knowledge sharing

Navajo Technical University

Goal: Develop a financial literacy program using traditional Navajo philosophy and values to impact community financial wellness

Salish Kootenai College

Goal: Incorporate community-based traditional ecological knowledge into understand harvesting and wildlife relationships

Northwest Indian College

Goal: Create professional development workshops for high school and college students to impact community development



Working to Increase Native Graduation Success (WINGS)

The two main goals for the remainder of Spring 2019 are to solidify relationships with WINGS scholars and TCUs and to support scholars with identifying and preparing for their next steps after graduation (i.e. continuing their education, fellowships, career). To support the scholars next steps, all scholar's will create a CONNECT profile and submit a ROAD application.

MID-YEAR SCHOLAR UPDATES

Expected Graduation Dates:

- 1 scholar graduated in Fall 2018
- 8 scholars are expected to graduate at the end of Spring 2019
- 16 scholars are expected to graduate in the next academic year

Transfers:

- 1 scholar transferred from a TCU to another TCU
- 6 scholars have transferred from a TCU to a non-TCU

CHALLENGES & SUCCESSES SUPPORTING SCHOLARS THIS SEMESTER

There has been a transition in the Senior Success Coach role, so our new Coach must re-establish relationships for success

Many scholars are nearing graduation, keeping them engaged is of upmost importance

To meet their current educational and career needs, in-person coaching visits have a specific purpose to review and develop resumes and support students to identify career needs and resources

Scholars are engaging in College Fund career tools to support their goals



**NATIVE PATHWAYS
TO COLLEGE**
**TRANSFER PROGRAM
QUARTERLY REPORT**



The Transfer Program provides support to ensure TCU students complete their associate's degree and have the tools and resources to successfully transition into a four-year degree institution.

**CUMULATIVE # OF STUDENTS ENROLLED IN
THE TRANSFER PROGRAM**

Year 1

275

Year 2

565

Year 3 as of
Feb. 2019

646

**STUDENTS IN THE PROGRAM WHO TRANSFERRED TO A
4-YEAR COLLEGE/UNIVERSITY**

Year 1

43

Year 2

53

Year 3

Official #'s
reported Oct.
2019 from
National
Clearinghouse.



College Admissions Pathways educates and advises high school students on their college choices promoting broader access to college admissions and encouraging students to expand their college choice options.

CUMULATIVE # OF STUDENTS ENROLLED IN HIGH SCHOOL PATHWAYS PROGRAM

Year 1

472

Year 2

728

Year 3 as of
Feb. 2019

935

HIGH SCHOOL PATHWAYS COLLEGE-GOING RATE

*College-going rate measures the percentage of high school graduates that went to college. The figures represent enrollment in the first fall after graduation.

Year 1

69.7%

128 high school seniors went to college

Year 2

66.8%

140 high school seniors went to college

Year 3

Official #'s reported Oct. 2019 from National Clearinghouse.

CAMPUS VISIT GRANTS

Year 1

61 **10**

individual trips Group trips
138 students participating

Year 2

60 **11**

individual trips Group trips
228 students participating

Year 3

57 **9**

individual trips as of Feb. 2019 Group trips
150 students participating

SCHOLARSHIPS/ FINANCIAL SUPPORT: SPRING 2019

TCU SCHOLARSHIP PROGRAM

TCU Scholarship Program funds totaling \$2,050,000 were disbursed to the 35 eligible tribal colleges. Regular funding totaled \$1,663,000. Each college with an ISC of 100 or more received \$100,000 in regular funding in accordance with the College Fund Board's scholarship policy. Schools with an ISC of less than 100 received an amount proportional to their ISC.

In addition to the regular funding, a total of \$387,000 in additional funding was budgeted and was disbursed based on each college's ISC as a percentage of the total ISC. Colleges with an ISC of less than 100 were not eligible for additional funds.

TCU Scholarship Program recipient reports are in progress.

FULL CIRCLE SCHOLARSHIP PROGRAM

Full Circle scholarship funds totaling \$1,668,107 were distributed to students at tribal and mainstream colleges and universities so far. Additional disbursements and replacements are in progress.

DISTRIBUTION OF SCHOLARSHIP AND SUPPORT FUNDS – SPRING 2019

Tribal Colleges and Universities

TCU Scholarships to tribal college students \$ 2,050,000

Full Circle Scholarships to tribal college students \$ 1,132,299

Total to tribal college students **\$3,182,299**

Mainstream Colleges and Universities

Total to Mainstream Students \$ 535,808

SPRING TOTAL ALL SCHOLARSHIPS \$3,718,107

Spring 2019 - Total distribution of funds to each tribal college is shown on the chart below.

School	TCU Scholarship	Full Circle Scholarship	Total
Aaniiih Nakoda College	\$55,766	\$5,825.00	\$61,591
Bay Mills Community College	\$57,759	\$21,075.00	\$78,834
Blackfeet Community College	\$63,371	\$14,925.00	\$78,296
Cankdeska Cikana Community College	\$54,846	\$10,338.00	\$65,184
Chief Dull Knife College	\$55,919	\$5,825.00	\$61,744
College of Menominee Nation	\$57,023	\$8,075.00	\$65,098
College of the Muscogee Nation	\$57,912	\$44,500.00	\$102,412
Diné College	\$90,144	\$81,000.00	\$171,144
Fond du Lac Tribal & Community College	\$55,919	\$5,375.00	\$61,294
Fort Peck Community College	\$58,894	\$8,325.00	\$67,219
Haskell Indian Nations University	\$82,293	\$93,685.00	\$175,978
Ilisagvik College	\$28,500	\$4,575.00	\$33,075
Institute for American Indian Arts	\$60,918	\$101,395.00	\$162,313
Keweenaw Bay Ojibwa Community College	\$29,500	\$8,000.00	\$37,500
Lac Courte Oreilles Community College	\$55,520	\$6,075.00	\$61,595
Leech Lake Tribal	\$57,391	\$5,575.00	\$62,966
Little Big Horn College	\$58,403	\$23,825.00	\$82,228
Little Priest Tribal College	\$47,500	\$4,575.00	\$52,075
Navajo Technical University	\$93,426	\$110,697.00	\$204,123
Nebraska Indian Community College	\$38,000	\$4,575.00	\$42,575
Northwest Indian College	\$68,401	\$98,295.00	\$166,696
Nueta Hidatsa Sahnish College	\$56,962	\$10,575.00	\$67,537
Oglala Lakota College	\$82,324	196977	\$279,301
Red Lake Nation College	\$53,251	\$8,376.00	\$61,627
Saginaw Chippewa Tribal College	\$42,500	\$6,555.00	\$49,055
Salish Kootenai College	\$68,094	\$77,875.00	\$145,969
Sinte Gleska University	\$63,095	\$20,200.00	\$83,295
Sisseton Wahpeton College	\$53,864	\$10,075.00	\$63,939
Sitting Bull College	\$58,464	24810	\$83,274
Southwestern Indian Polytechnic Institute	\$65,487	\$9,525.00	\$75,012
Stone Child College	\$59,354	\$5,325.00	\$64,679
Tohono O'odham Community College	\$56,103	\$12,075.00	\$68,178
Turtle Mountain Community College	\$71,008	\$39,765.00	\$110,773
United Tribes Technical College	\$65,089	\$39,056.00	\$104,145
White Earth Tribal and Community College	\$27,000	\$4,575.00	\$31,575
Tribal College Total	\$2,050,000	\$1,132,299	\$3,182,299
Mainstream Total	\$0	\$535,808.00	\$535,808
SPRING DISBURSEMENT TOTAL	\$2,050,000	\$1,668,107	\$3,718,107

NOTE: All financial figures are preliminary and subject to minor change after final year-end reconciliation.

Public Education

WEB SITE AND BLOGS

In December 2018 John Williams, a computer programmer and project manager from Cisco Systems in Silicon Valley, joined the College Fund. Our web site serves Students; General public; Donors; and TCU faculty and staff. The focus of communications with these various audiences includes, in order of appearance:

- Provide information about scholarships and programs to help them prepare for college, enter college, succeed in college, and prepare for a successful career.
- Learn more about the College Fund's work to steward them into becoming a donor.
- Learn more about how they are supporting our work, creating a donor community, and providing them with additional ways to help.
- Provide faculty and staff with information about College Fund programs to serve TCUs while providing users with scalable ideas to implement and contacts to support them.

The College Fund has one blog divided into four sections, as follows.

- The President's blog. Audience is those interested in the workings of Native higher education and issues facing students, faculty, and staff. The blog presents the president as an expert in issues in Native higher education.
- The Office of Research and Sponsored Programs blog is for TCU faculty and staff engaged or interested in research or programs sponsored by the College Fund. The blog is an opportunity to get the latest in shared research findings, learn about program outcomes, learn about upcoming program opportunities, etc.
- The Student Success Services blog is for students and alumni that want to be, are, or were former College Fund scholarship recipients. The blog includes information of interest such as upcoming scholarship information, student success stories, career information and tips, upcoming programs, and more.
- College Fund general blog for general public and donors.

All four blogs can be reached from the home page of the current College Fund web site as well as inside web pages. For example, the student blog can be reached from the Student Success Services pages, and the ORSP blog can be reached from the ORSP web pages. All blogs can also be reached directly from collegefund.org/blog. Please contact Dina Horwedel at dhorwedel@collegefund.org to write a guest blog.

PUBLIC RELATIONS

Stories are placed in several types of media to reach different goals for each audience:

- Native media: Inform audience about our work so they may learn more or have a student participate in our programming, while shining a light on the work the TCUs do.
- Education media: Place the College Fund as a national expert in higher education for Native people and student success programs, to increase visibility and

credibility of College Fund and its programs for future funding from philanthropic organizations.

- Mainstream media: Place the College Fund as a national expert in higher education for Native people and student success programs. Create awareness about the College Fund and its mission to attract donors. Also increase visibility and credibility of College Fund and its programs for future funding from philanthropic organizations.
- Philanthropic media: Increase visibility and credibility of College Fund and its programs for future funding from philanthropic organizations.
- Placements to date: Please see the Excel chart for placements in Native, Mainstream, Education, and Philanthropic Media to date, along with urls, and reach of 130,509,075.

Resource Development

NEW YORK FLAME OF HOPE GALA

The College Fund will celebrate its 30th Anniversary at the Flame of Hope Gala at Gotham Hall in New York on April 30. Entertainment will be provided by Redhawk Native American Arts Council and the Voice's Season 13 finalist, musician and songwriter Brooke Simpson (*Haliwa-Saponi*). The celebration starts at 6:30 pm, with a reception featuring art for sale from IAIA students, followed by dinner and a "couch discussion" among five College Fund scholars about the meaning of sovereignty in a modern world. Each TCU President will be provided with a comp ticket to attend our Flame of Hope Gala and can purchase one guest ticket at cost. Please contact Carrie Basgall at cbasgall@collegefund.org if you are interested in attending our gala.

Accountability and Transparency

CHARITY WATCHDOG RATINGS

The American Indian College Fund meets all charity watchdog standards:

- On July 1, 2018 Charity Navigator, the nation's top charity evaluation system, awarded the College Fund a three-star rating.
- 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 April 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 one of two American Indian organizations classified under its index of top-rated charities (the other is Native American Rights Fund).

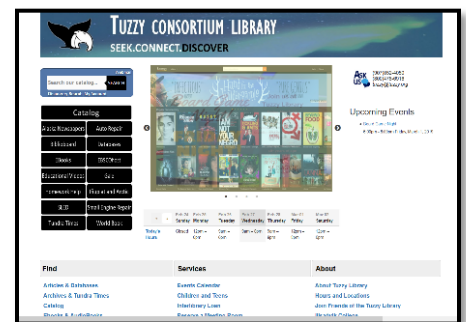
Tribal College and University Library Association (TCULA) Spring 2019

ALASKA:

Tuzzy Consortium Library, Utqiagvik (Barrow), AK

The Tuzzy Consortium Library, with our main location in Utqiagvik (Barrow), AK and seven other village locations, serves a population of 10,000 people in a territory encompassing over 93,000 square miles in the northern most region of the state. This fiscal year has been busy at the library. The library has been visited by 33,342 patrons and has circulated 25,671 items so far this year. In July, the library completed the transition to join the Alaska Library Catalog (ALC). This give students, faculty, and patrons access to over six million items in more than 80 participating library locations across the state. The Tuzzy Library can also lend items to patrons from other participating libraries. In-state lending activity has grown to an average of 80 items per week. As part of the ALC on-boarding process, the library implemented significant policy and procedure changes including becoming fine-free except for lost items and increasing circulation limits for DVDs.

In October 2018, the library launched a new, redesigned web page featuring a suite of newly implemented research tools including EBSCO Discovery and LibGuides. At the same time, library staff redesigned the LS101 Library Science course for students and incorporated training on these new online research tools into the course. Finally, to round out the focus on streamlined access to the library's resources, particularly for our distance and village students and patrons, EZproxy, a tool which provides single sign-on access to library online resources, was introduced.



In October, the Friends of Tuzzy Library hosted author Willie Hensley, and the library broadcast his talk on Native land claims issues and Alaska Native Land Claims Settlement Act to Tuzzy's village libraries using the state library's OWL videoconferencing network.



In January 2019, the library hired Tess Williams as the outreach and academic engagement librarian. This position focuses on student and faculty engagement and community outreach and is responsible for all library course and workshop offerings. Tess began her library career at Tuzzy 15 years ago, and those at Tuzzy are excited to welcome her back home.

In February 2019, Tuzzy began Year 2 on the \$500,000 CLIR Cataloging Hidden Collections Grant project to digitize, transcribe, and translate over a thousand hours of audio and video tapes from the North Slope area in partnership with the Iñupiat Heritage Center. Tuzzy archivist and project manager Jason Russell and Tuzzy digitization technician Billy Kenton have accomplished the digitization and processing of over 500 hours of audiotape recordings of stories that were at high risk of deterioration, many of which are in the Iñupiaq language. With the recent installation of the VHS capture station in January, the library will digitize 700 hours of Tuzzy Consortium Library's rare VHS material designated for this project and will begin the Iñupiaq transcription and translation work.

KANSAS:

Haskell Indian Nations University, Lawrence, KS

Community Efforts and Events:

The Academic Support Center (ASC) at Haskell Indian Nations University (Haskell), which encompasses Tommaney Library and Student Disability Services, is an active force that supports student success across the campus. Last fall, the librarian regularly met with students in the male freshmen dorm, which helped to bring many non-library users to Tommaney Library this spring semester. The freshmen men's dorm program continues every other Sunday evening and will include library field trips to local libraries this spring, including University of Kansas (KU) Libraries. Information services will begin in March in the freshmen women's dorm. In fall 2018, 56 library service instruction courses came to the Technology Learning Center. Professors request most of the instructional topics. The most frequently requested topics are for navigating spaces, research concepts, or library resources related directly to an assignment. Peer tutoring services are available via student success funds. A math instructor requires students to sign in for two hours of study per week in the library. The ASC works with Student Services and Title IX to promote library services and provide a safe place for students to study. The staff in these offices have developed a communication alert protocol to help increase student safety within the ASC. This alert system extends to student workers and staff and provides private study areas for students who need them. Americans with Disabilities Act (ADA) accommodations are provided to 80 students through the ASC. The ASC is in the process of purchasing 20 new laptops to help students with ADA accommodations. In an effort to expand access to information resources staff, Tommaney Library and KU Libraries have partnered to establish relationships with students through first year student orientation, Highlight Night, First Year Experience, TRiO, and furthered their efforts with social media and research workshop across all degree programs except business.

The communication between Tommaney Library staff and the faculty increased in summer 2018 with an information needs assessment via a survey containing questions related to textbook evaluation, open access, and instructional services. The library continues to provide textbooks for 100- and 200-level courses. However, based on the faculty assessment, Tommaney Library now offers the following: support material; 300- and 400-level course needs; instructional needs; and research needs. Collection development has continued on demand this semester as communication is growing among faculty. Faculty identified 68 new movie and documentary titles to support their course content. Without the Wi-Fi to support an online subscription to Kanopy, DVDs and BluRays were purchased.

The Academic Support Center regularly hosts guests for the learning communities of KU and Haskell by offering meet-and-greets featuring Indigenous scholars, artists, politicians, social media personalities, and documentary makers. Students and the learning community have opportunities for intimate visits over snacks with our guests after they have been welcomed to campus by our students with an honor song by Student Senate.

In an effort to combat academic library anxiety and deinstitutionalize the physical ASC space, the ASC makes the space more comfortable with softer seating, offering lighting options beyond standard fluorescent lighting, and replacing worn-out bean bags with extra-large colorful ones. Blankets are on all of the couches, encouraging students to snuggle up with their books or to catch a rest in between courses. One space will have a "healing fire" (electric fireplace) dedicated to missing and murdered Indigenous women and domestic violence awareness on the request of our previous Haskell Brave. The ASC will also create a living room area where students can see a comforting movie as background noise while Haskell students face their academic challenges. Student workers

redesigned the family study room with toys and furniture suitable for their little ones. Additional children-sized beanbags and rugs are now in the teacher education collection, creating a more welcoming visible space for students' children.

Five collaboration tables with a large monitor and electrical outlets were purchased for the study rooms. Whiteboards replaced chalkboards. Office chairs will replace wooden mission chairs. The library is in communication with the Lawrence Public Library which offers sound and design studio space and the KU Libraries in regard to Studio K, a recording studio available to students, in order to gather information and ideas for a recording studio space in the ASC. Haskell Information Technology will install Adobe Photoshop to support student creations in two computers in the ASC's Technology Learning Center this week.

Major College Efforts and Changes:

The ASC relies on the skilled help of student workers for technical assistance and frontline circulation desk help. Student workers complete all processing from the catalogers, book repairs, and lead library tours. Student workers look forward to completing the first ever inventory of the entire collection. Approximately 10% of items in the general collection do not contain catalog records. The inventory should be complete in the upcoming month and will be followed up with a reclamation through the Online Computer Library Center, Inc. (OCLC). Library staff look forward to weeding the remainder of the general collection pertaining to topics in social sciences to library sciences (H-Z call numbers in the Library of Congress classification system) in the upcoming year.

Springshare's LibGuides was purchased in October to create online research guides for popular subjects and courses. Much gratitude goes to Dr. Lorie Roy (Anishinabe, White Earth Nation), professor at University of Texas at Austin, who guided her iSchool graduate students to create eight LibGuides with library staff and faculty on Indigenous content, providing an opportunity to begin relationships with professors currently out of reach of the library.

Partnerships help fill gaps in our information needs. The summer Haskell environmental research studies program helps align information literacy and research instruction between Tommaney Library and KU Libraries with the goal of increasing the number of Indigenous scholars with graduate degrees. Students and faculty use of interlibrary loan through Northeast Kansas Library System is gradually increasing. Tribal College Librarian Institute listserv supplies articles not accessible at local libraries. Tommaney Library is also cultivating partnerships with the Raven Bookstore, KU's Hall Center for the Humanities, KU Indigenous Studies, KU Libraries, and KU Spencer Art Museum, which have partnered to share guests for our students.

Doris Watts, library technician, has started her graduate journey with Emporia State University's School of Library and Information Management program. The 18-month ITHAKA Indigenous studies research project is on its last edits, based upon Indigenous scholar interviews from KU and Haskell. Haskell and KU librarians will join University of Hawaii, University of Arizona, and University of Illinois presenting findings in April in Cleveland presenting "Indigenous Inquiry: Seeking to Understand and Better Support Indigenous Studies Scholars on U.S. Occupied Institutional Land" at Association of College and Research Libraries. Another national presentation of the collaborations between the KU Libraries and Haskell Library occurred at Joint Conference of Librarians of Color in September 2018 in Albuquerque, NM.

Major Acquisitions:

The administration identified two major projects for the ASC with extra Title III funding: eBooks and digitizing a media room. The eBooks added 150,000 titles in EBSCO's Academic Collection and 150,000 titles in ProQuest's eBook Central, which are available within the respective platforms. They will soon be available within the SirsiDynix catalog. The October 2018 changes in federal purchasing process requires nearly six months to pay for purchases over \$10,000, creating a lag time that makes it difficult to plan and manage the purchasing process. However, increasing spending limits on credit cards has been beneficial.

Needs:

Tommaney Hall was constructed in 1977. Over the past year, Haskell Facilities have kept our air system from failing, dealt with overheating generators during the summer, and handled ceiling leaks in the serials room and a storage room in the fall. The library has implemented an emergency plan to use protective plastic to cover and prioritize relocating collections due to last summer's air issues and leaking ceiling. Our current project is upgrading and installing ADA doors, while bathroom renovation has moved to a lower priority.

Personnel for our projects have been the ASC's highest need. Student workers earn higher pay with higher responsibilities. Short term contracts for a digital design librarian will help pool and promote online library resources. A short-term cataloger will also help take the load of the DVD cataloging so that library staff and cataloging volunteers may continue with the monographs. The library continues to look forward to federal permanent positions opening and being filled as the library director, acquisitions librarian, and a library technician are vacant. Currently, ASC positions filled are librarian, library technician, and the ADA coordinator.

Montana:

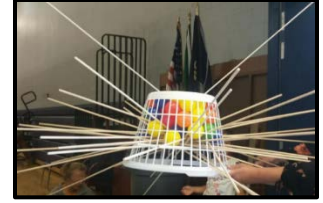
Aaniiih Nakoda College Library (ANC), Harlem, Montana

Last winter (2017-18) was one of the longest and snowiest in recent memory. To combat the winter blues, the library offered several community programs. Between November 2017 and April 2018, the ANC Library partnered with various community groups, including MSU Extension, Blaine County Health Department, IHS, Diabetes, and CDC, to bring monthly health-related presentations to the Agency, Hays, and Lodgepole communities. The topics included: Importance of Physical Activity; All I want for Christmas - Maintain Don't Gain for the Holidays; Taking Care of Your Body and Your Needs; Tobacco Use Prevention; Holiday Hangover / New Year's Resolutions; It's All About Your Heart; Don't Stress Me Out; This is What I Need; Love, Your Heart; What Goes In Must Come Out (Colon Cancer Awareness); SNAP - Ed; Alcohol Awareness; Gardening; Mental Health; and Skin Cancer Awareness. Over 150 people attended these presentations.





The library hosted a viewing of the total lunar eclipse the morning of January 31, 2018. One adult and two teenagers arrived at about 5AM. While the moon was still visible, the attendees had a chance to view the moon through a telescope. When the moon was no longer visible, the participants enjoyed some informational materials, solar system-related activities, and making of balloon rocket cars.



Along with a few ANC instructors, the library co-hosted "Tech Fridays" between February and April 2018. Topics included: Windows 10 Basics; General Computer Problem Solving; Electronic Home Assistants; Photo Manipulation and Correction; Security and Scams; and Microsoft Word, Excel, Publisher, and PowerPoint. A total of 27 people attended these workshops.



During March 2018, the library held the 11th Annual Spring Break Activities. Twenty-two people braved the weather to attend workshops on beading, crocheting, painting, seed saving, and heart health.

During June and July 2018, the library provided family activity days to residents of the Agency, Hays, and Lodgepole communities. The activities centered around four themes: gravity; flight; build; and color. For gravity, participants created a human-sized Kerplunk and played a game of Chutes and Ladders. The flight theme included kite flying and a drone demonstration. On build days, participants painted and built birdhouses and birdfeeders. Color activities involved making raffia baskets and kaleidoscopes. Over 300 people participated in these four events, including over 230 children, grades K-12.



In August 2018, adjunct ANC professor and local author, Jack Young, held an author reading and book signing for his recently published book, *Down Range*, for eight people.



On Monday, September 17, the library had a display for Constitution Day. In partnership with the financial aid office and the Government Printing Office, the library was able to give away about 15 pocket U.S. Constitutions and five Montana Constitutions.



During Native American Week in September, the library sponsored cultural arts and craft activities. Local residents knowledgeable in beading, dry meat making, and braiding sweet grass were available to teach anyone who wanted to learn. Over 80 people participated during the four-hour presentations.

Seven people participated in the library's "Fall Centerpiece" presentation in October 2018.

To finish up each year, the library asks for help decorating the Christmas tree. This event provides a bit of stress relief during finals week. Over 40 people helped this year.



Academic-specific services included:

- Get It Write nights –ANC faculty and staff are available to help students finish up final papers, speeches, or other projects. Over 80 students participated in the six Get It Write nights held during the year.
- Information literacy presentations– The library director works with faculty to develop presentations relevant to courses and provide information about how students can most effectively use library services. Twenty-five classes brought a total of 196 students to the library.
- Solid Finances webinars – Partnering with various university extension offices, the library offers Solid Finances to anyone wishing to attend.
- Weekend and evening hours – During mid-term and finals weeks, the library remains open extra hours providing additional study time for students.

Montana

Woodenlegs Library, Lame Deer, MT

Woodenlegs Library (WL) continues to play a key role in the community as a place of learning, relaxing, and socializing. Circulation of materials and computer use remain the biggest draws. Library staff hosted a holiday social in the library for college employees. It was very well attended. At the beginning of the semester, the library sponsored MT Repertory Theatre's play and invited the college community to attend.

Library staff and work studies have completed a major goal: to weed, assess, and shift the stacks. The project created stacks that are much easier to browse and allows room at the end of shelves for forward-facing books. The next phase is assessing and weeding the vertical files collection to move the cabinets into the archive room.

WL received a donation of 28 Edward Curtis archival prints. The college and library are still deciding where they will be displayed. Two monthly donors purchase books and media for the library; WL is very thankful for these donations. Boulder Vintage Women's Book Club selected and donated \$100 worth of YA titles to the library - a wonderful gift!

The library director will attend the annual AIHEC Student Conference in Billings, MT as coach for CDKC's Knowledge Bowl students and coordinator of the web page design competition.

New Mexico:

Navajo Technical University Library, Crownpoint, NM

Navajo Technical University (NTU) Library is having an active spring semester. The library continues to host courses, workshops, and faculty meetings. Winter weather makes the library an optimal location for students to complete student work and community members to fulfill computing needs.

Highlights:

- Library instruction with face-to-face interaction is scheduled throughout the semester with a variety of courses.
- Seven sessions have been conducted this semester including psychology, freshman English, veterinary technician, and college success courses.
- The library showcased two authors in the Library Author Series. In October 2018, Sherwin Bitsui shared his poetry and new offerings from his latest book, *Dissolve*. The first ten attendees received autographed copies of *Dissolve*. Dr. Kristina M. Jacobsen (UNM Professor/musician) presented her book, *The Sound of Navajo Country: Music, Language, and Diné Belonging* in January 2019. Ms. Jacobsen presented her research that

supported her book. She performed some of her songs and collaborated with a local community member in an impromptu jam session.

- The library continues to host NTU course offerings. Fifteen NTU face-to-face courses are taught at the library including English, construction, Navajo studies, and new media. Classroom space constraints at the main campus are eagerly accommodated at the library each semester.
- The library remains a hosting destination for non-NTU organizations. The Navajo Nation Workforce Development regularly schedules training sessions. The 4-H club and Piñon Pine Research group hold regular meetings and conference calls.
- A total of 275 books were purchased for a variety of disciplines, including Native American law, early childhood education, and Native American literature. More collection acquisitions will be forthcoming with 2016 GO Bond funding.

Things to come:

- The spring brings the implementation of a new integrated library system as the library with the transition to the open source library system, Koha. ByWater Solutions has partnered to complete data migration, installation, and services to implement the new ILS for the library. The new ILS project is estimated to be complete by the end of 2019.
- In April, the library will host Dr. Lee Francis (Isleta), CEO of Native Realities. Dr. Francis will present his works on Native American stereotypes and Native American representation in comic books and graphic novels.
- The spring will bring gardening workshops from the NTU Land-grant program. These sessions are open to the community.
- Summer 2019 meeting and space needs for programs and institutes such as the Summer Math Camp and summer gardening workshops are being scheduled now.

Oklahoma:

College of the Muscogee Nation Library, Okmulgee, OK

The College of the Muscogee Nation (CMN) library exists to serve the research, teaching, and learning needs of the college community and the citizens of the Muscogee Nation at large. While the library is open and available to Tribal members, it is primarily used by students, faculty, and staff. The city of Okmulgee, the Muscogee (Creek) Nation, and the Oklahoma State Institute of Technology (OSUIT) also have libraries. Accessible by the students. The CMN librarian collaborates regularly with the public library, Tribal library, and OSUIT library.

The Higher Learning Commission approved the College of the Muscogee Nation to add three new degree programs: general studies, natural resources, and criminal justice. The library has started adding additional library resources needed to support the curriculum for the new degree programs. From February 2018 to January 2019, the library added 998 items to its collection. Those additions increased the collection by 10.5%. During that same period, the CMN library circulated 2,610 items, a 5% increase over the previous year.

Some CMN students do not have access to a computer at home, so the library offers laptops for checkout. Students are able to use the laptops for two business days, which helps reduce the digital divide faced by some of CMN's students. Many of the students at CMN identify the accessibility to laptops as one of the best library offerings.

The CMN library recently joined the OK-Share program. The Oklahoma Council of Academic Library Directors, "adopting a common goal to promote and facilitate access to information, communication and scholarly research among college and university communities," while extending "reciprocal borrowing privileges to each other's faculty,

students, and staff. These specified individuals may have direct, personal access to materials that are not available at their home institution's library" (OCALD).

The library was awarded an Institute of Museums and Library Services (IMLS) Native American Library Services Basic Grant. This grant allowed the college to continue to add additional items supporting degree programs. In addition, the grant funds have helped offset the cost of several of CMN's scholarly databases.

Librarian Karen Haught serves as the Oklahoma Library Association's Tribal Libraries Committee (TLC) co-chair. She has served in this position for the past four years. At the 2018 Oklahoma Library Association's annual conference, the Tribal Libraries Committee hosted a full day pre-conference event on grant writing. In addition, TLC hosted a conference session on Indigenous languages.

An existing need that the board could address would be obtaining consortium pricing on additional academic databases.

Wisconsin:

S. Verna Fowler Academic Library Menominee Public Library, Keshena, WI

The S. Verna Fowler Academic Library Menominee Public Library located on the College of Menominee Nation's main campus is a joint academic and public library. The library currently has 2,342 members, up 161 from the previous year. Library staff also keeps track of people who enter the library each day. From that tally sheet, the library saw an estimated 11,025 people in the library for 2018, very close to the previous year.

The library currently receives two small grants from the state for collection development and youth services. As a joint venture, Menominee County, the Menominee Tribe, and the college all support the library. The library also applied for the IMLS basic grant and finished up an IMLS enhancement grant that focused on Makerspaces in September 2018. In October 2018, the library started a new IMLS enhancement grant focused on an Artist-in-Residence idea.

With additional modes of financial support, the library staff is able to offer a number of programs. In 2018, there were 259 programs with 81 geared toward the youth population with 882 participants, and 65 geared toward the adult population with 1,736 participants. The library continues to offer a community read in the spring and fall every year. The library also hosted the IMLS Native Voices exhibit in the spring. The library continues to host a summer reading program. The youth librarian has worked to encourage participation by using a bingo card to track reading and community engagement. To support college students, the youth librarian had the idea of hosting study breaks for students. Participants were entered into a daily prize drawing for a survival kit. Another program gaining momentum is the "1,000 books before Kindergarten" initiative. One child reached the goal at the end of the year. In the fall, two library staff started a monthly treasure hunt. Participants follow clues in the library to open a lock on a treasure chest.

Our biggest accomplishment with our IMLS grant was the successful establishment of Makerspace. The community is learning how to use Makerspace and the opportunities that exist through it. The Makerspace labs engage youth in mentor-led efforts that allow them to invent, experiment, create, and explore a variety of learning opportunities. The Makerspace expands learning opportunities by forgoing formal education and allowing learning to take place under the context of fun and play. Not only are individuals accessing the lab for personal use, but groups that serve populations within the community, such as at-risk youth, are requesting special programming in the Makerspace. Many who have experienced the Makerspace have become regulars at our "Maker Monday" sessions, thus

achieving the overall goal of positioning the library as a community hub for participatory learning and reaching out to new library patrons.

Keshena Primary staff approached the youth librarian to set up an event that could involve their entire school. The visit to the library, which took place in May, was maker-driven. Four stations were set up throughout the library and each class rotated through them. Activities were modified for younger and older students. To help make this experience a success, college students were used as support staff for the week. Since the event, many of those students have returned to the library and asked specifically for the maker activities they sampled during the visit and expressed interest in upcoming library programs.

The maker activities have a digital media component that fits well with the college's degree program. Every other Thursday, the library offers "Down in the DM" with video production.



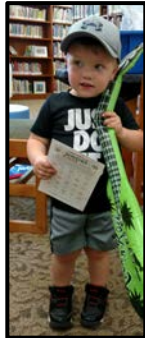
A maker Monday activity in December- building candy houses



1,000 books before Kindergarten- A participant at the 900 mark



Monthly treasure hunts started in fall 2018 as part of stealth programming



A Summer Reading Program participant holding his prize



A College student with their prize for taking part in study break activities at the end of the semester



After the KPS school visit this young man started coming to library programs like this "Sew Easy" program where he made his own drawstring back pack.

2019 Spring BoD Meeting

THE AIHEC QUARTERLY REPORT

Board of Directors Quarterly Update: March 2019 (Spring BoD Meeting)

AIHEC Plan:
Vision for the
Movement

2016-2020
Goals



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



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



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



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



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



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

SUSTAINING: TCU ADVANCEMENT (FUNDING)

FY2019 Appropriations:

The FY2019 appropriations process proved to be unforgettable. Congress decided to combine the 12 different appropriations bills into three large bills, called “minibuses”, in an attempt to get bills cleared before the end of the fiscal year (or shortly thereafter). It worked in some cases, and failed miserably in others. Five of the 12 appropriations bills were signed into law before September 30, avoiding a lapse in those appropriations.

FY 2019 Appropriations		
Minibus #1 <i>(Signed into law 9/21/2018)</i>	Energy and Water Military/Veterans	Legislative Branch
Minibus #2 <i>(Signed into law 9/21/2018)</i>	Labor, Health and Human Services, and Education	Defense
Minibus #3 <i>(Signed into law on 2/15/19)</i>	Homeland Security Agriculture Commerce, Justice and Science Financial Services	Agriculture Interior State/Foreign Operations

To avoid a partial federal shutdown, the second minibus – which include FY2019 funding for the Departments of Education, Health and Human Services, and Defense – included a continuing resolution (CR) to fund the remaining federal agencies through December 7, 2018, giving Congress two and a half months to work out a final agreement on the spending bills. However, following the historic November 2018 election, President Trump was confronted with the reality that if he was to secure the funding from Congress he need to fulfill his top campaign promise -- building a wall along the U.S.-Mexico border – the FY2019 appropriations process and the Republican-controlled 115th Congress could be his last best opportunity. Therefore, he refused to sign any appropriations bill that did not include \$5.7 billion in border wall funding. On December 22, 2018, the longest partial government shutdown in history began. During the

35-day partial government shutdown, the 116th Congress was sworn into office creating a split Congress -- the Senate controlled by Republicans and the House controlled by Democrats. The partial shutdown had not impact on TCU operating funding and did not affect the 1994 Land-grant programs, as BIE programs are forward-funded and 1994 Land-grant funding is distributed later in the year.

On January 25, 2019, President Trump finally signed a second CR, which funded the government until February 15, 2019, creating more time for border wall funding negotiations. On February 15, 2019, after Congress included \$1.375 billion for enhanced border security measures, President Trump finally signed a final FY2019 appropriations package, which finally ended the protracted FY2019 appropriations process.

FY2020 Appropriations:

With FY2019 funding finalized, Congress quickly shifted to the FY2020 appropriations cycle. The House Committee on Appropriations, Subcommittee on Interior, Environment, and Related Agencies held its American Indian/Alaska Native public witness days on March 6-7, 2019. Carrie Billy, AIHEC President and CEO, provided testimony highlighting the need for increased operational and infrastructure funding for TCUs. President McDonald, United Tribes Technical College, provided testimony in support of increased funding for Tribal College career and technical operating funding.

The FY2020 appropriations process could be as lengthy and divisive as the FY2019 process: (1) Previously negotiated increased spending caps for FY2018-2019 must be renegotiated and a new budget agreement must be reached. If spending caps are not increased beyond the FY2019 levels, appropriators will be forced to revert to spending caps established by the 2011 Budget Control Act, an approximate \$55 billion cut from FY2019 spending levels for non-defense discretionary programs. (2) In September, just as FY2019 ends, the federal debt limit will be reached and Congress must act to raise it if the government is to function. (Technically, the debt limit was hit this month (March), but Treasury is delaying the need for immediate Congressional action by moving money among various accounts.) Throughout the process, AIHEC will continue to advocate for TCU funding priorities by submitting funding requests to individual Congressional offices, submitting written testimony (*see Interior statement, attached*), testifying before certain subcommittees, meeting with staff and key appropriators, and working with our TCU Congressional delegations on joint House and Senate member request letters. As needed, we will call on all or select TCU presidents to weigh in with key Senators and Representative on specific TCU funding issues.

Authorizations:

Higher Education Act Reauthorization:

House: On February 21, 2019, the House Education and Labor Committee announced plans to hold five bipartisan hearings on the reauthorization of the Higher Education Act (HEA). The expectation is that the House Education and Labor Committee will introduce a comprehensive HEA bill similar to the AIM Higher Act, introduced by Congresswoman Alma Adams and other House Democrats in the 115th Congress. Many of AIHEC's proposed amendments to HEA and TCU Act amendments were included in the original AIM Higher Act. AIHEC continues to work with the committee to ensure that all AIHEC requested amendments are included in the forthcoming "AIM Higher Act 2.0."

Senate: In early February, Senate Health, Education, Labor and Pensions (HELP) Committee Chairman Lamar Alexander (R-TN) announced his vision for comprehensive HEA reauthorization, which includes simplification of the Free Application for Federal Student Aid (FAFSA), creation of a new income-based student loan repayment plan, and a new accountability system for colleges based on student loan repayment. This vision follows Chairman Alexander's announcement of his plan to retire in 2020, leading many to speculate that he will lead the HELP committee finally to

pass a comprehensive HEA reauthorization bill. On February 28, in response to Chairman Alexander's speech, Ranking Member Murray publically reiterated her HEA reauthorization priorities of affordability, accountability, access, and campus safety. These announcements build off efforts during the 115th Congress by Chairman Alexander and Ranking Member Murray to solicit public input on each of their differing frameworks for HEA reform. Reportedly, both sides of the HELP committee are currently engaged in HEA negotiations. This is a step forward from last year.

AIHEC submitted comments to the HELP committee during the 115th Congress and continues to work aggressively to advocate for TCU provisions. We are meeting with all sides on our TCU amendments, with the goal of ensuring that any comprehensive bill includes our priorities. We are also looking into the possibility of having our TCU priorities introduced as a freestanding bill.

Strengthening Act (HEA Title III – Part F): AIHEC is heavily involved, along with various partner organizations, to push for the reintroduction of legislation to reauthorize permanently the HEA Title III – Part F funding, which expires at the end of FY2019. We are pleased to announce that Senators Doug Jones (D-AL) and Tim Scott (R-SC) will soon introduce the “**Strengthening Minority Serving Institutions Act,**” which is similar to the bill that Senator Jones introduced in the 115th Congress, but more realistic. Most important, this bill will include a bi-partisan strategy for paying for the continuing of Title III-Part F for two to three years.

Additionally, AIHEC is in discussions with House Representatives to introduce a House companion bill to the forthcoming Senate bill. While the larger Higher Education community is waiting for comprehensive reauthorization of the Higher Education Act (HEA), AIHEC is working to ensure that this program is reauthorized separately, before the close of FY2019. AIHEC has discussed the urgency of this funding with the Senate HELP Committee and all agree that this program must be reauthorized as a standalone measure if a comprehensive HEA bill is not enacted by the end of FY2019.

Farm Bill Reauthorization & Implementation:

On December 20, 2019, President Trump signed the Agriculture Improvement Act of 2018 into law, reauthorizing all 1994 Land-grant programs and funding for five more years. Following a very busy summer of advocacy efforts, AIHEC is pleased to report that the new Farm bill (finally) contained several major TCU specific provisions:

- McIntire-Stennis Forestry program eligibility
- Children, Youth, and Families at Risk program eligibility
- Federally Recognized Tribal Extension Program eligibility
- New Beginnings for Tribal Students program eligibility
- Red Lake Nation College added as a 1994 Land-grant institution!

USDA is now hosting listening sessions for the broader implementation of the new Farm bill. AIHEC is working with NIFA regarding the specific implementation of expanded program eligibility for 1994 Land-grant institutions.

2019 AIHEC Legislative Summit

More than 150 TCU presidents, students, governing board members and staff participated in the 2019 AIHEC Legislative Summit on Feb. 4-8 in Washington DC. During the 3.5-day meeting, we from the first two

Native American women to serve in the House of Representatives: Rep. Sharice Davids (D-KS) and



Rep. Deb Haaland (D-NM). Other highlights included panel discussions with staff from the Senate Committee on Indian Affairs and the Senate Committee on Health, Education, Labor, and Pensions. Collectively, AIHEC attendees met with 76 congressional offices to advocate for reauthorization of the



Strengthening Institutions (HEA Title III – Part F) program, along with increased funding in the annual appropriations process for TCU programs and support for TCU specific amendments to HEA.



Executive Branch:

AIHEC-WHIAIANE Inter-Departmental TCU Meeting

On February 8, AIHEC and the WHIAIANE convened the first inter-departmental meeting on Tribal Colleges in (potentially) at least a decade. (This followed a meeting with the Department of Education's Acting Under Secretary, Diane Jones, the day before. A detailed summary on this successful meeting is included in the board book. .

U.S. Department of Education

- **The Secretary's Priorities: *Rethinking Higher Education***

In late December, Education Secretary Betsy DeVos laid out her vision for higher education reform, calling for a fundamental re-examination of how colleges operate, whom they serve, and how they measure success. Key issues include increased tuition prices and student-loan debt for students, over regulation, credentialing/new forms of higher education, and concerns that colleges are not preparing students for the workforce. The Secretary's white paper on Rethinking Higher Education is included in the board book.



- **The Secretary's Priorities: *Accreditation Reform***

Along with the white paper on Rethinking Higher Education, the Secretary also released a document on her priorities for reforming the accreditation process. Issues include encouraging innovation in higher education, regulation of distance-education programs, and monitoring/measuring mission-driven (faith-based and for-profit) institutions. A copy of this paper also is included in the board book. AIHEC has met with the Secretary and Education Department leadership on both papers.

- **Title IX Draft Regulations**

In addition to submitting our own comments on TCU/small institution issues, AIHEC worked with ACE and dozens of other higher education associations to submit comprehensive comments on January 30 to the Department of Education regarding its notice of proposed rulemaking (NPRM) to amend regulations

implementing Title IX of the Higher Education Act. While some of the elements in the proposed regulations would be helpful, overall, we believe the draft rule has the potential for doing much more harm than good. Our comments are in three parts: (1) we express support for some areas of the rule that would help TCUs and others address sexual harassment; (2) we specifically point out provisions that would undermine the work of colleges and universities; and (3) we ask for clarification of some points. Our submissions are attached.



EDUCATING: PERFORMANCE ACCOUNTABILITY & TELLING OUR STORY

AIHEC AIMS

The 2018 data collection cycle began in August and ended on January 15. Every TCU submitted both the Fall 2018 Interim Report and the annual AY2017-18 AIHEC AIMS Report on time. With the timely submissions and increased accuracy in the data, this data collection was the most successful ever.

Due to the timely report submission, AIHEC was able to start using small points of data from the reports by the end of January. Aggregation is still in process for the bulk of the data. The Spring 2019 Interim Report is due May 1, 2019. Reminders have gone out to all colleges, except for the few that have already submitted their reports.

We are pleased to report that the Annual TCU Summer Meeting at SKC will again include an **institutional research strand**. In addition, an AIHEC AIMS panel will be highlighted on one of the general session days, featuring data collection/IR staff whose colleges have been using AIHEC AIMS for data-driven decision-making. Katherine Cardell, AIHEC, will lead the institutional research strand. She also seeks volunteers to lead some of the IR sessions as peer trainers.

If a college needs special assistance with AIHEC AIMS or would like assistance integrating faculty and non-data staff in the college's data collection efforts, please contact Katherine Cardell (kcardell@aihec.org). A webinar or face-to-face technical assistance visit specially tailored to the college can be scheduled.

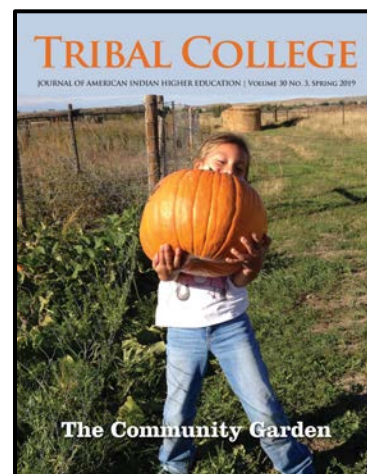


Indigenous Evaluation Framework: Updating the Handbook and Dissemination

Although our NSF-supported Indigenous Evaluation initiative extension ended last September, we had to request an additional extension due to health issues involving our beloved co-principal investigator. Fortunately, she is on the mend and back at work. We are currently updating and revising our Indigenous Evaluation Framework based on the past several years of experience with implementation. All the pilot sites have completed their work, reporting that they benefited from the training and are using the IEF at the department and institutional levels. One TCU is using it for curriculum reform and another for strategic planning. Unfortunately, one pilot site did not continue with the local implementation after the training. In final evaluation interviews, a participant at one site noted that, *"It's been really interesting to see how it scaled up. I think even though there's been a little bit of confusion ... you can tell that it's occurring in different components and definitely in all the academic programs with the self-reflection and making sure the key components of the IEF show up throughout the academic planning"*.

Tribal College Journal Update

TCJ's spring issue (30.3) on the Community Garden was mailed out in mid-February. The issue contains a variety of articles that engage the theme from different perspectives. Manuel Morales and Scott Friskics of Aaniiih Nakoda College wrote one of the issue's two main feature articles. Entitled, "Growing a Healthy, Sustainable Community: The Aaniiih Nakoda College Demonstration Garden and Greenhouse Project," exploring how the college promotes healthier lifestyles, sustainability, and self-sufficiency through a dynamic, community-based land grant extension program. The other feature, "*Este Mvkokvlke Em Vye Cvpofuce*: The Mvskoke Cultural Community Garden," was contributed by the College of the Muscogee Nation. Mekko Tyner of CMN served as the lead author of this study, which examines how the college uses a community garden to educate students about traditional gardening and incorporating corn into its general education assessment of student learning.



Besides these two features, the issue features the *TCJ Student* creative writing piece was a poem from Vivian Mary Carroll of the Institute of American Indian Arts (IAIA), while Hallie Casey of Navajo Technical University contributed an original study for TCJ's Research department. Casey's piece surveys how NTU is building community capacity, improving food sovereignty, and promoting local horticulture through its extension program. Her study compiles data to illuminate the efficacy of the university's efforts. Christopher Caldwell of College of Menominee Nation wrote the issue's Talking Circle piece, which looks at the college's Sustainable Development Institute and the Indigenous model that it employs. Rounding out the issue is Latonna Old Elk's moving Voices piece, where she shows how caring for a garden can heal people who are suffering from personal loss and other forms of trauma.

Currently, TCJ is in the proofing stage for its summer issue (Vol. 30.4), entitled "Tribal College Women." This issue is scheduled to go to the printer in early April and arrive in mailboxes before May 1 and the end of the spring semester. There will be accompanying online features, including highlights from the annual TCJ Student poetry slam, a photographic slideshow of the student conference, and a web-exclusive video recording of "Women of the Tribal College Movement," a special panel being held at the Billings conference. TCJ has also started work on the fall issue, which will examine the New Information Age. This issue will include the 2019 edition of *TCJ Student*.

TCJ themes for volume 31 (2019-2020), include, "The New Information Age," plus "Building Infrastructure" (winter), "STEM" (spring), and "Tribal College Families" (summer). Please encourage faculty to submit story ideas. Remember, TCJ is your journal, and we want to feature articles from your faculty, staff, administrators, and students!

TCJ is seeking funds to help increase news coverage of the Tribal Colleges and offset our editorial budget. TCJ has applied for two small grants. We will continue to pursue other potential funding options. TCJ's longtime employee Marvene Tom has been promoted to Advertising Coordinator. If you have not heard from her already, she may contact you regarding purchasing an ad for *Tribal College Journal's* print magazine, e-newsletter, or web site. TCJ is reaching more people than ever, setting a new record in January 2019 with 13,800 unique users on its web site. Our e-newsletter is going strong with 7,500 subscribers but we are always looking for new ones. Please suggest to your faculty, staff, students, and other constituents that they can subscribe free to our bi-monthly e-newsletter and receive news, columns, book reviews, and more. Increasing our newsletter list helps TCJ share your work more broadly.



INNOVATING: STRENGTHENING COMMUNITIES

AIHEC NARCH Project

NARCH was awarded a one-year extension with a project end date of September 28, 2019. The extension period allows us to complete the following activities:

- **Cohort II TCUs:** Aaniiih Nakoda College, Fort Peck Community College, Haskell Indian Nations University, Iłisaŋvik College, Keweenaw Bay Ojibwa Community College, and Tohono O’odham Community College are in various stages of data analysis and finding means of dissemination. All six of these research projects are expected to be completed by June 2019.
- **Cohort III TCUs:** IAIA has completed a one-year project. LPTC has an intense research project with a goal of completing data collection and analysis by May 2019. The LPTC Project Director anticipates writing results, meeting with the community advisory board, and disseminating results by July 31, 2019. A third TCU in this cohort encountered staffing problems and had to withdraw from the initiative.

Continuing our focus on building the research capacity of TCU faculty and tribal communities, AIHEC is pleased to host two professional development activities for TCU research capacity building during the first half of this year:

- **The TCU Research Curriculum Building:** In January, AIHEC held a 2-day meeting aimed at strengthening TCU faculty research knowledge and skills building. (See our report on the meeting in the Professional Development section of this report).
- **Writing for Peer Reviewed Journals:** In May, AIHEC will host a training for TCU faculty on final preparations to report research findings to peer-reviewed journals.

Indigenous Research Methodology Graduate Certificate

AIHEC has submitted an application to the National Institutes of Health (NIH) for funding under its “R25-Short Course” Initiative. Our application would secure funding for at least two cohorts over a 4-year grant period in partnership with Sitting Bull College. If funded, the certificate program will allow two years for completion of the 17 credit graduate certificate, rather doing it one year. AIHEC hopes to receive a favorable review by October 2019.

Professional Development

AIHEC NARCH and Aseto’ne staff hosted a 2-day TCU Conclave: *Embedding Behavioral Health/Health-Related Research Knowledge and Skills into the Curriculum*. Held on January 3-4, 2019 at Desert Diamond Hotel in Tucson, AZ, the purpose of the meeting was to help TCUs recognize the importance of “Native communities seeking answers to their health-related concerns” and to increase their role in developing Native researchers in the health-related disciplines.

The conclave addressed four important topics:

1. The need to share curriculum developed under the AIHEC NARCH initiative for potential application.
2. Identification of specific ways to enhance these efforts, e.g., webinars, short courses, modules.



TCU Conclave: Audrey Thayer (LLTC) and Roxann Smith (FPCC)

3. Strengthening the TCU faculty network in the behavioral health and health-related disciplines.
4. Sharing of resources.



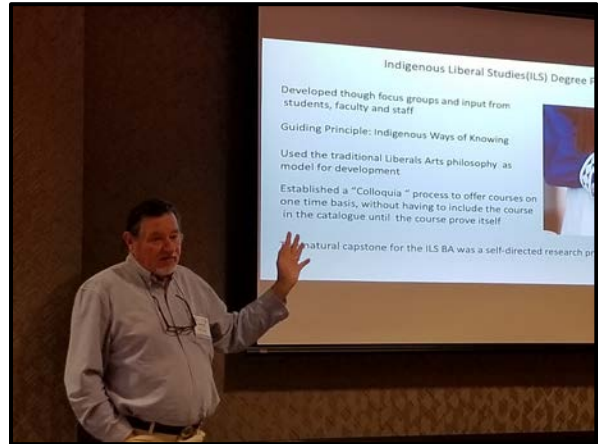
TCU Conclave: Camilla Kahn (Diné College)

The intended outcomes of this meeting were: a) enhanced understanding of Indigenous research; b) identification and sharing of research knowledge and skill-building curriculum materials including syllabi; c) fostered support and promotion of research at TCUs; and d) support of research defined by, and for, Tribal communities.

15 TCU faculty attend the event. Unfortunately, weather forced some faculty to miss the event. The meeting resulted in a list of recommendations that will

support TCU faculty members in strengthening their curriculum with respect to research knowledge and skills.

In addition, the conclave had several immediate outcomes, including developing a web page to share PowerPoints and resources from the meeting. In addition, faculty who registered will be kept on a listserv and information/resources on behavioral health and health-related research will be sent out periodically.



TCU Conclave: Steve Walls (IAIA)

NCAI Research Futures Game

As part of the AIHEC Research Committee meeting, AIHEC is hosting a 3-hour Research Futures Game with the National Congress of American Indians Research Policy Center. The game provides an excellent opportunity for TCU presidents, governing board members, staff and faculty, and tribal leaders to explore important issues regarding research and tribal data ownership.

Department of Defense TCU Faculty Fellowship Program

AIHEC is excited to announce a new project-based TCU faculty/student research capacity building initiative: we have signed a 5-year cooperative agreement with the US Army Research Laboratory (ARL) to manage the "TCU Faculty Fellowship Program". Through this program, TCU STEM faculty-student research teams (one faculty member and one student) from TCUs are being recruited to work with a Department of Defense (DoD) researcher for ten weeks at a various DoD facilities throughout the country. The TCU research teams work alongside DoD scientists and engineers in state of the art research facilities. The program provides both faculty and students a unique research experience. Students will connect the classroom to real career possibilities. Faculty will develop research skills and gain the opportunity for sustained partnerships with DoD colleagues, which could lead to the development of research programs that generate research funding from both the DoD and the National Science Foundation. Most STEM disciplines are in the DoD research portfolio, and ARL program director Patrice Collins will work to find the right match between TCU faculty applicants and DoD researchers. In addition to covering all travel, meals and

lodging, the fellowships also include a generous stipend. Twenty participant slots for 10 faculty/student teams are available through this program. For this year, we have already received eight applications. Presidents should strongly encourage their faculty to consider this TCU capacity-building opportunity. For more information, contact Alex Grandon, agrandon@aihec.org.



National Native Health Research Training Initiative: AIHEC is now in our third year of our partnership with the federal Indian Health Service (IHS) and the Native Research Network (NRN) to organize and host an annual National Native Health Research Training Conference. The goal of each conference is to strengthen, sustain, and share best practices in American Indian and Alaska Native tribally driven and tribally directed research, training, and collaboration through the National Native Health Research

Training Initiative. AIHEC's vision for the initiative is to develop the capacity of American Indian and Alaska Native (AI/AN) Tribes, Tribal Colleges, and Tribal communities to plan, manage, use, and disseminate the outcomes of their own health research that will lead to changes in health policy and practice and significantly reduce the health disparities within AI/AN communities.

The conference is an excellent opportunity for TCU faculty and students to present research findings, learn how to present research findings, receive mentoring from the nation's top Native researchers, and network with leaders (researchers and funders) in health research.

We are looking at hosting our third conference in the warm Southwest, possibly in early November. We have sent RFPs to locations in Albuquerque and southern California. Stay tuned for the "save the date" and abstract announcement soon!

AIHEC INFRASTRUCTURE, STEM & LAND-GRANT INITIATIVES

TCU Cyberinfrastructure Initiative Project

AIHEC is well into Year 2 of this landmark project. AIHEC continues to conduct site visits to review the technology infrastructure at each TCU willing to participate in the project and provide recommendations to each institution (policy, hardware/software, staffing) that would help ensure that each TCU can take full advantage of current technologies to support the institution's research and education programs. Al Kuslikis, AIHEC Strategic Initiative, is the co-Principal Investigator on the project, and AIHEC is pleased to announce that **Alex Grandon** is re-joining AIHEC to take over as Project Coordinator. Also involved in the project are expert consultants in information technology systems, Dale Smith, network engineer from the University of Oregon, and Jim Bottum, co-principal investigator and campus governance/management lead. Mr. Bottum recently retired as CIO at Clemson University and has been a leader in supporting HBCUs in developing cyberinfrastructure-enabled research and education programs.

To date, the project team has conducted 19 TCU site visits and plans to conduct the remaining 18 before the end of the year. **Please contact Alex Grandon to arrange for your visit: agrandon@aihec.org.**

Each of the visits has provided at least a preliminary understanding of the challenges the colleges face in terms of funding limitations, equipment, staffing and training needs, and Internet connectivity options, to name a few prominent issues. It has also shown how resourceful TCUs can be in making do with the resources they have

available; however, the need to build IT staff capacity to operate and manage current IT system and stay abreast of new technology development is critical.

AIHEC is planning an initiative that will build on this current study. The initiative, for which we will seek additional NSF funding, will focus on IT infrastructure capacity building and TCU faculty engagement in cyberinfrastructure-enabled STEM research and education resources.

Further, we are using the outcomes of this effort to make the case for including TCUs in the federal E-rate program. If being included in the E-rate initiative is important to your institution, you *must* be involved in this cyberinfrastructure effort!

AIHEC Tribal Climate Science Initiative

The tribal climate resilience initiative is a collaboration between AIHEC, the BIA Tribal Resilience Program, and the Southwest Climate Science Adaptation Center (SW CASC) in Tucson, Arizona. AIHEC's Tribal Climate Science Liaison, Althea Walker, has continued to be an important resource to TCUs within the SW CASC service area (Arizona, California, Nevada, and Utah) by providing information, technical assistance, and access to subject matter experts necessary to support local climate resilience research, planning, and implementation efforts. Althea's goals are to identifying tribal needs for scientific knowledge, improving climate adaptation planning support, improving coordination of federal agency resources and outreach capacity to support tribal climate adaptation efforts, and facilitating the integration and coordination of liaison activities with other SW CASC/AIHEC climate science activities.

Highlights include:

- Conducting outreach to Tribes, Tribal organizations, and TCUs to identify climate readiness activities and priorities through events such as:
 - Southwest Adaptation Forum
 - Society for Advancement of Chicanos/Hispanics and Native Americans in Science National Conference
 - Geoscience Alliance National Conference
 - Southwest Environmental Health Sciences Center Tribal Environmental Health Forum
- Facilitating the development of research/action plans to reduce climate vulnerabilities and increase adaptive capacities:
 - Gila River Indian Community – review of final drafts of Tribal climate adaptation plan
 - Manzanita Kumeyaay – vulnerability assessment and drafting of Tribal climate adaptation plan
 - Elk Valley Rancheria – vulnerability assessment and drafting of Tribal climate adaptation plan
- Facilitating discussions within and among Tribal communities to exchange knowledge, experience, and perspectives concerning climate vulnerability and adaptation through advisory committees and board membership with:
 - Institute for Tribal Environmental Professionals Climate Adaptation Program Advisory Committee
 - Indigenous Foods Knowledge Network Advisory Committee
 - American Indian Science and Engineering Society Winds of Change Magazine Editorial Board

To share more about this important work, AIHEC is hosting a workshop at the upcoming Student Conference. On March 17, Ms. Walker and the Tribal climate science liaisons from the Northeast Climate Adaptation Science Center (managed by the College of Menominee Nation) and the North Central Climate Adaptation Science Center (managed by the Great Plains Tribal Water Alliance) will participate in the Tribal Climate Forum, a half-day workshop organized

by AIHEC. The forum will provide information about the Tribal Climate Science Liaison program, the Climate Adaptation Science Center resources, and most important, suggestions for ways students can become involved in climate change resilience-building projects in their community. The liaisons will also have a booth in the exhibitor's hall to share information about climate change and resources available to support community climate action.

AIHEC Land-grant Programs

With the passage of legislation to reauthorize the Farm Bill, Red Lake Nation College (RLNC) has officially become the newest 1994 Land-grant institution. AIHEC Land-grant Director John Phillips will be traveling to RLNC on March 18-19 to lead a Land-grant strategic planning session with the college and community. On February 15, Dr. Phillips provided a webinar for new TCUs presidents (which we invited all presidents to attend) on the history of land grant and current and emerging topics of interest. AIHEC also facilitated a panel presentation at the national CARET (Council for Agricultural Research, Extension, and Teaching) on March 4 that included a compelling discussion on the opportunities for 1994 collaboration within the land grant system. AIHEC recently rejoined APLU as the representative of the 1994 land grant institutions and looks forward to engaging with land grant partners on policy, program development and collaborative efforts. (See below for more details.)

The 1994s are 25 years old! AIHEC has begun planning to commemorate the 25th anniversary of 1994 Land Grant status. Discussion have been ongoing with APLU, NIFA, FALCON and other partners. Potential venues for a celebration of the 25th anniversary include the AIHEC Fall 2019 Board meetings, FALCON's annual meeting scheduled for October 26-28, in Denver, CO, or the APLU annual conference in November 10-12, 2019. Additional activities and outreach are also being discussed.

Assistance with new program eligibility: With the reauthorization of the Farm Bill, the 1994s are now eligible for two competitive extension programs: the Federally Recognized Tribal Extension Program (FRTEP) and the Children, Youth and Families at Risk (CYFAR) grant program, as well as the McIntyre-Stennis research program. NIFA is working with AIHEC and FALCON to develop orientation and training for the 1994s on these programs in advance of the releases of the new RFAs.

Association of Public and Land-Grant Colleges Partnership: AIHEC is actively working with APLU on a number of fronts, including speaking at the recent CARET conference. At the conference, held the week of March 4 in Arlington, VA, AIHEC CEO Carrie Billy moderated a panel that included South Dakota State University President Barry Dunn and John Phillips, AIHEC's Land-grant Director. In addition, AIHEC has made the following appointments and nominations to various APLU boards and commissions:

- Policy Board Advisor nominees: Steve Yanni, Bay Mills Community College, and Charlene Carr, IAIA. (The Policy Board is currently holding an election for this nomination.)
- Budget and Advocacy Committee and the Congressional, Legislative, and Policy Committee: John Philips and Patrese Atine.
- ECOP (Extension Board): Brian Kowalkowski, College of Menominee Nation. (*Already participating*)
- CARET (community based advocacy board): Both of our potential nominees (Joe McDonald, former Salish Kootenai College president, and Terry Tatsey, former land-grant director at Blackfeet Community College) declined to serve. We need additional nominations. Note that this individual cannot be currently employed at a land-grant institution. This is a lay position. CARET covers travel expenses. AIHEC staff have brochures on CARET – request one if you have some ideas for nominees!

Finally, AIHEC is working with APLU on several meeting ideas and other ways to enhance engagement and strengthen TCU land-grant programs and we are planning some type of activity or session at the annual APLU conference to celebrate the 25th anniversary of the 1994 Land-grant legislation.

Outreach to Tribal Farmers & Ranchers: AIHEC has received a USDA Outreach to Socially Disadvantaged Farmers, Ranchers, and Veterans Program to support TCUs in providing direct training and technical assistance to Native agricultural producers. A RFA was released in September that solicited proposals for TCUs to employ VISTAs and TCU students to provide outreach, training, and TA services. Three TCUs (College of Menominee Nation--CMN, Little Priest Tribal College--LPTC and Navajo Technical University--NTU) were selected. Projects are one year and include at least one local community-training workshop. Each TCU has employed a VISTA volunteer and is now implementing a training and technical assistance program that helps agricultural operators and/or household gardeners increase their local food production and economic activity.

USDA-NRCS Hoop House Initiative: AIHEC continues working with the USDA Natural Resources Conservation Service (NRCS) to support four TCUs or tribal organizations in developing tribal nurseries through the installation of high tunnel greenhouses and/or developing edge-of-field (EOF) water monitoring systems. A RFA process was completed in August, 2018, and four awardees were selected, including the Blackfeet Tribe, Dineh Water Users Association--DWUA (in partnership with Diné College), Oglala Lakota College--OLC, and United Tribes Technical College--UTTC. DWUA, OLC and UTTC are constructing greenhouses that will support the propagation of native plants that will be used for food production or conservation efforts. Blackfeet Tribe is developing a plan to implement a long-term EOF study that will determine the benefits of organic vs. conventional practices on rangeland surface water quality. These grants are intended to build long-term initiatives with TCUs and their tribal partners, and provide TCUs students with experiential learning opportunities.

AIHEC-TCU VISTA Program

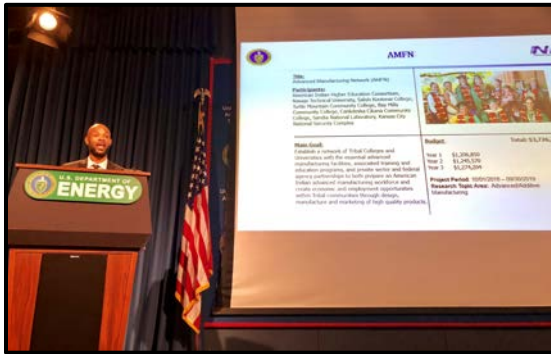
The AIHEC Tribal VISTA Program continues to help build the human capacity at the TCUs. In October 2018 to February 2019, the program re-enrolled one site and enrolled two new placements (Little Priest Tribal College, Navajo Technical University). **AIHEC's has recently welcomed a new VISTA leader in the central office, Claire Doyle, who helps to manage the workload and build sustainability.** In total, the program now supports 11 VISTA members in six states, with six placements at TCUs. The program's goal is to support more TCUs, which remain our top priority audience. Our goal is to place VISTAs in 20 TCUs over the next several years.

The AIHEC Tribal VISTA Program includes three areas of focus: (1) natural resource management; (2) education, student success, and youth development; and (3) behavioral health. The program has implemented a cost-share policy that will help it become financially self-sustaining. The Corporation for National and Community Service (CNCS) charges AIHEC a 25 percent cost-share, therefore, the cost to each site of hosting one VISTA member is \$8,000-\$12,000. For this sum, the host TCU or tribe receives a qualified full-time employee with full benefits for one year, as well as training and technical assistance from AIHEC.

The impacts of the VISTA program to a TCU are considerable. For example, at CMN the VISTA volunteer is helping to establish a local food initiative that is collaborating with a local Community Supported Agriculture (CSA) farm to supply weekly shares of fresh and nutritious produce to 30 tribal members. Qualifying families that sign up will be able to receive a free box of vegetables on a bi-weekly basis over an 18-week growing season. The long-term goal is to jump start interest in local tribal household, community and agribusiness food production. VISTA volunteers are doing similar work at other TCUs, helping to build new programs and create sustainable systems and processes that could not otherwise be accomplished.

AIHEC JOB CREATION IMPERATIVE

- **DoE-AIHEC Advanced Manufacturing Initiative**



The DOE-funded AIHEC Advanced Manufacturing Network Initiative continues to develop advanced manufacturing programs at Bay Mills Community College, Cankdeska Cikana Community College, Navajo Technical University, Salish Kootenai College, and Turtle Mountain Community College through funding from the U.S. Department of Energy-National Nuclear Security Administration. We are currently working with the University of Nebraska - Lincoln College of Engineering to prepare the initiative's 2019 eight-week Advanced Manufacturing Summer Institute. The institute provides

students a firm grounding in key advanced manufacturing topic areas. Like last year, students will work in teams on advanced manufacturing projects involving 3D design, engineering, and metrological testing of drones. Dr. Stan Atcitty, a Navajo research engineer, continues to serve as lead expert consultant working with this project. Amy Moser from the Kansas City National Security Complex continues to provide subject matter experts from KCNSC to support the colleges' projects, and serves as liaison with the HBCU advanced manufacturing consortium.

Project director Al Kuslikis works with the TCU project leads, the National Laboratory mentor/consultants, and federal agency representatives from the Department of Energy and the National Science Foundation, developing a strategy for continuing the advanced manufacturing initiative after the conclusion of the period of performance of the current DOE grant.

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

AIHEC continues to support two competitively selected TCUs, Blackfeet Community College (BFCC) and College of Menominee Nation (CMN), in developing records and information management certificate programs under the TCU Records Management project funded by the BIA Office of Trust Records to increase the number of TCU students prepared to enter the records management workforce. AIHEC is exploring the possibility of establishing an apprenticeship program for students who complete both RIM 1 and RIM 2 and receive their RIM certificates. BFCC has begun offering an online version of the RIM program that will eventually be accessible to all TCU students. The two courses that constitute the certificate program could be added to existing TCU business certificate or degree programs. The RIM project leads from BFCC and CMN are offering a workshop on the RIM program and the career opportunities in records management during the AIHEC Student Conference.

- **Apprenticeships & Jobs in Indian Country**

Through generous support from the Northwest Area Foundation, AIHEC hosted a meeting in Billings, MT, with the Montana TCUs and representatives from the state government to discuss ways to move toward economic sustainability in Indian Country. Our focus was the Department of Labor and NWAFF-TCU apprenticeship program



currently being implemented at five Montana TCUs. AIHEC worked with the five TCUs to explore the current status of the TCU apprenticeship programs, identify challenges and successes, and develop a set of recommendations and ideas about how, and if, these apprenticeship programs are a key component for economic sustainability in Indian Country. The meeting report has been submitted, and we are currently working on next steps for this exciting and promising initiative.

- **USDA Agricultural Business/Finance Career Readiness Project**

AIHEC continues to work with the USDA Farm Service Agency (FSA) to develop a career pathway for TCU students. FSA wants to develop a diverse workforce for jobs such as financial managers, business analysts, and loan officers. Through a RFA process, Nebraska Indian Community College, Blackfeet Community College, and United Tribes Technical College were selected to work collaboratively with USDA and AIHEC to develop courses and a certificate program to prepare students for FSA careers. Considerations include paid apprenticeships and direct relationships with county and state FSA service centers. All courses and the certificate program will be shared with USDA and the TCUs. NICC, BFCC, and UTTC have developed six courses and are currently offering courses in the spring 2019 semester. A template of an agribusiness certificate program has been developed, and the TCUs are in various stages of implementing their own certificate programs. This first-of-its-kind project will be completed in March 2019.

ENGAGING: STUDENT SUCCESS

TCU Student Success Initiative

TCU-GISS 4.0: Final Training Completed in Sunny AZ

With our partner, the Association of Community College Trustees (ACCT), AIHEC held our fifth – and most likely final – Governance Institute for Student Success (TCU-GISS) at Wild Horse Pass in Chandler Arizona in early December. The training, which involved about 45 participants from several TCUs, focused on institutional governance aimed at student success. The 2-day training session included an invigorating and intense discussions including how policy should drive institution spending; how to deal with a situation when board members have divergent views on what “student success” is; and the need to have data, know data, monitor data, use data to make decisions.



The training, which we provided at no cost to TCU boards, represented a savings of \$400-\$700 per board member over the regular cost of such training. After five sessions, we are now working with ACCT staff on next steps and new and creative ways to help TCU governing boards achieve their full potential as advocates for student success and data-informed policy implementation!

Aseto'ne Network Project: Encouraging TCU Students to Pursue Health Research Careers

The purpose of the Aseto'ne Network Project (ANP) is to establish a broad, multi-institutional initiative to coordinate outreach, educational enrichment, mentoring, and exposure to research for TCU students.

The project promotes student interest and engagement in health and biomedical research, building on health-focused programs and initiatives that the TCUs currently offer or with which they are involved. AIHEC has collaborated with the University of Nebraska Medical Center. Carrie Billy, AIHEC, and Dr. Maurice Godfrey are co-PIs. Dr. Deborah His Horse is Thunder, AIHEC, is the project director, and Darryl Monteau, AIHEC, is the project coordinator. The proposal was funded for one year under National Institutes of Health (NIH) Innovative Programs to Enhance Research Training (IPERT) Program. A no-cost extension was granted through April 2019.

In addition to the AIHEC Research Committee, an ANP advisory committee made of Native (and non-Native) researchers was established to guide this project. Members are Dr. Mark Bauer, Diné College; Dr. Pricilla Sanderson, Northern Arizona University and director of CAIR; Dr. Jennie R. Joe, retired director of the Native American Research and Training Center (NARTC); and Dr. Francine Gachupin, University of Arizona, associate professor and assistant director of the Native American Research Training Center. This advisory committee held two meetings in 2018 and will convene in the summer 2019. The ANP staff are currently seeking input from the AIHEC Board of Directors Research Committee in identifying another person to serve on the advisory committee.

IPERT I: *The Aseto'ne Network Project*

The Aseto'ne Network Project officially began program activities in September 2017. The following is a summary of the major activities initiated and completed over the course of this project:

- **Aseto'ne Summer Institute** – A two-week Aseto'ne Summer Institute was conducted from June 4-15, 2018 for TCU students. A variety of lectures, field trips, and hands-on activities engaged the students on the UNMC and University of Nebraska-Omaha's campus. Some highlights included a presentation on research ethics by Dr. Deana Around Him, a visit with the Mayan community in Omaha, and a visit to the zoo.
- **Coach/Mentors** – Five coach/mentors worked with Summer Institute students: Dr. Melissa Holder, HINU; Dr. Kerri Patrick Wertz, ANC; Dr. Jeremy Guinn, UTTC; Dr. Emma Norman, NWIC, and Dr. Regina Robbins, UN. The coach/mentors attended mentor training and the Aseto'ne Summer Institute, and then maintain contact with their mentees. ANP is recruiting one or two new mentors for the next year.
- **Webinar Series** - The project's webinar series introduced TCU students to careers in health and health research through online presentations featuring Native health professionals in various fields. Six of the webinars are posted on the AIHEC website. RezKast Media, LLC is working with ANP to revise and edit the recorded webinars and the new revised webinars will be posted by the end of March 2019.
- **Outreach** - The project web page is accessible through the AIHEC web site and updated on a regular basis. A Facebook page was set up to share information.
- **SACNAS** – The project staff has been successful in establishing a strong relationship with SACNAS. ANP staff have been working with SACNAS conference organizers and have cohosted a reception with the SSNAP (Scholars in Science: Native American Path) at the 2017 and 2018 conferences. In 2018, ANP was able to provide travel support to SACNAS for two TCU students who attended the Aseto'ne Summer Institute and one coach/mentor.

National Institutes of Health: IPERT II

AIHEC is pleased to announce that the National Institutes of Health has awarded AIHEC a five year \$2.5 million grant to conduct outreach and engagement of TCU students with an interest in biomedical health research; mentoring for TCU students; and academic enrichment opportunities and personal development for TCU students. In addition, we will be developing short courses and learning modules for TCUs on health research capacity building topics. We expect to have this new initiative, which builds on our one-year IPERT project underway in April.

Native Language Revitalization: Wells Fargo Native Language and Revitalization Program

AIHEC is implementing our *Reclaiming the Words of Our People Initiative: a Collaborative TCU Language Action Planning Project*, having just completed a staff search. We are in the process of bringing our new staff on board currently. This exciting project will initiate a TCU institutional capacity-building process that includes:

Reviewing & Assessing: conduct baseline research and assessment relative to extant Native language preservation and revitalization programs and resources at TCUs, as well as best practices in Native language revitalization;

Collaborative Planning: facilitate strategic, collaborative TCU-based planning relative to leveraging, increasing, and sharing Native language preservation and revitalization programmatic infrastructure/resources; and

Sharing & Acting: create and disseminate a comprehensive TCU-wide capacity-building action plan that will delineate areas of consensus, map forward movement in key priority areas, and strengthen and enhance TCU language preservation and revitalization programs through changes in current practices, adoption and development of new educational and media technologies, and continuous improvement research involving national research partners and expert consultants.

The project will provide the foundation for a coordinated initiative through which the TCUs can respond to local and national language revitalization priorities in collaboration with national language preservation and promotion resources.

AIHEC Student Congress (ASC)

ASC Meetings

ASC held bi-monthly business conference calls this quarter. The Congress had two vacant positions due to a resignation and a vacant regional representative position. Both positions were filled in January. The ASC Northwest representative was filled by Celina Gray from Salish Kootenai College (SKC) and the secretary position by Tammy Hammer from Nueta Hidatsa Sahnish College (NHSC). ASC held its winter meeting in Washington, D.C. during the AIHEC Legislative Summit on February 4, 2019.



ASC Initiatives

ASC is continuing their work on the initiatives they have established for this year. Their goal is to complete the initiatives by June 2019, when their terms expire. The initiatives are:

1. Produce an informational pamphlet on the AIHEC Student Congress to share with Tribal College students to raise awareness of ASC and the work it does to benefit all TCUs. Verna King, ASC Great Lakes representative, led this initiative with assistance from Adam Schulz, Midwest representative, and Caleigh Benally, Southwest representative. The brochure will be available by the 2019 AIHEC Student Conference.
2. Create a current master list of individual contacts at each TCUs who will receive information from ASC and disseminate it to students at his/her TCU. ASC members are gathering contact information for student government leaders and staff members who work with their student government. This project's purpose is to increase communication between TCUs and ASC.
3. Produce an informational brochure on the degree programs at all Tribal Colleges for a quick overview of

what is offered and available at our colleges. Samantha Borah, Sergeant-at-Arms, Sitting Bull College (SBC), is leading this initiative.

4. Create a newsletter on current events and activities at TCUs as a method of sharing information on what is happening on TCU campuses and showcasing the successes of our students and clubs for their work and community service. Kimberlee Blevins, Historian, from United Tribes Community College (UTCC), is spearheading this initiative.

AIHEC L.I.F.E. Conference Planning

The 2019 ASC LIFE Conference will be held at Bay Mills Community College (BMCC) in Brimley, Michigan, on June 4-6, 2019 with travel days on June 3 and June 7. Roland Begay, ASC Vice President, Navajo Technical University (NTU), is the conference coordinator, and Adam Schulz, Midwest representative, from the College of Menominee Nation (CMN), is the co-coordinator. The goal is to register 40 students for the conference with at least one student from every TCU. Lodging accommodations are at the Kewadin Casino Hotel-Saulte Ste Marie. The 3-day conference focuses on a distinct topic each day, which tentatively are: (1) Governance; (2) Culture; and (3) Entrepreneurship. Six speakers will be scheduled throughout the conference. The event organizers look forward to hosting the conference at BMCC!

AIHEC Athletic Commission

Little Big Horn College will host the 2019 AIHEC National Basketball Tournament on March 20-24 in Crow Agency, MT, following the 2019 AIHEC Student Conference.

During the 2018 Fall Board of Directors meeting, affirmed Brady Fairbanks, Leech Lake Tribal College, as an AIHEC Athletic Commissioner. In addition, during the Board of Directors meeting, the Board approved the new AIHEC Transgender Student-Athlete Policy, which is modeled after the NCAA policy.

There remains one vacancy for a female coach on the AIHEC Athletic Commission. Forward nominations to Stacia Prue, AIHEC: sprue@aihec.org.

2019 Spring BoD Meeting

**THE AIHEC
QUARTERLY REPORT:
Appendices**

STATEMENT OF CARRIE L. BILLY, PRESIDENT & CEO
SUBMITTED TO THE U.S. HOUSE OF REPRESENTATIVES - COMMITTEE ON APPROPRIATIONS
SUBCOMMITTEE ON INTERIOR AND RELATED AGENCIES
ADDRESSING HIGHER EDUCATION PROGRAMS WITHIN THE BUREAU OF INDIAN EDUCATION

February 26, 2019

REQUEST SUMMARY

On behalf of the nation's Tribal Colleges and Universities (TCUs), which collectively are the American Indian Higher Education Consortium (AIHEC), thank you for this opportunity to present our Fiscal Year 2020 (FY2020) appropriations recommendations for the 29 colleges funded under Titles I and II of the Tribally Controlled Colleges and Universities Assistance Act (Tribal College Act); the two tribally chartered career and technical postsecondary institutions funded under Title V of the Tribal College Act; the two Bureau of Indian Education (BIE) postsecondary institutions; and the Institute of American Indian Arts (IAIA). The BIE administers each of these programs, with the exception of IAIA, which is funded in its own account. We respectfully recommend the following funding levels:

DEPARTMENT OF THE INTERIOR

- \$81,893,000 to fund institutional operations under Title I (\$64,083,000) and Title II (\$17,000,000), along with TCU Endowments (\$109,000) and technical assistance (\$701,000), of the Tribal College Act. This funding would provide the Congressionally authorized amount of \$8,000/Indian student for first time since the enactment of the Tribal College Act more than 40 years ago. This request also provides an additional \$100,000 for necessary technical assistance, which has been level-funded for 14 years despite growing demands for accountability, student success, and other assistance from new TCUs and TCU leadership.
- \$10,000,000 for Title V of the Tribal College Act, which provides partial institutional operations funding for two tribally chartered postsecondary career and technical institutions.
- \$10,210,000 for the Institute of American Indian Arts.
- \$25,000,000 for Haskell Indian Nations University and Southwestern Indian Polytechnic Institute, the Bureau of Indian Education's two postsecondary institutions.
- \$31,000,000 for TCU Infrastructure Improvement, authorized under section 113 of the Tribal College Act, yet never funded.

OPPORTUNITY AND INNOVATION IN INDIAN COUNTRY

The nation's 37 TCUs operate more than 75 campuses and sites in 16 states. TCU geographic boundaries encompass 80 percent of American Indian reservations and federal Indian trust lands. American Indian and Alaska Native (AI/AN) TCU students represent more than 230 federally recognized tribes and hail from more than 30 states. Nearly 80 percent of these students receive federal financial aid and more than half are first generation students. In total, TCUs serve more than 130,000 American Indians, Alaska Natives, and other rural residents each year through a wide variety of academic and community-based programs. TCUs are public institutions accredited by independent regional accreditation agencies and, like all U.S. institutions of higher education, must regularly undergo stringent performance reviews to retain their accreditation status. Each TCU is committed to improving the lives of its students through higher education

and to moving AI/ANs to self-sufficiency. Our collective vision is strong sovereign Tribal nations through excellence in Tribal higher education. To achieve this vision, TCUs have become workforce and job creation engines, public libraries, tribal archives, small business incubators, career guidance centers, community computer labs, middle and high school STEM/bridge summer camps. They are operators of community farms and gardens, economic development centers, childcare centers, Native language centers, and applied research hubs for everything from natural resources to food sovereignty and community behavioral health.

Despite the great hope and opportunity that higher education brings to Tribal communities as well as the trust responsibility and binding treaty obligations, the federal government has never fully funded TCU institutional operations as authorized under the Tribal College Act. But TCUs are resilient and resourceful, and we are proud to be leading the nation in many areas, including preparing an AI/AN workforce of nurses, land managers, and teachers for our Native schools. For example, half of all AI/AN special education teachers in Montana are graduates of one college: Salish Kootenai College. TCUs prepare other professionals in high-demand fields, including agriculture and natural resources management, human services, IT, and building trades. By teaching the job skills most in demand on our reservations, TCUs are laying a solid foundation for tribal economic growth, which is the *only* way to move tribes and tribal members to self-sufficiency. Yet we know that workforce development is not enough. TCU leadership understands that we must do more to accelerate the move to self-sufficiency – we must move beyond simple workforce training. Today, TCUs are tackling the tougher – but much more significant – issue of job creation, because we know that to break the cycle of generational poverty and end the culture of dependency that grips so much of Indian Country, simply filling jobs that would be filled anyway is not enough. We must create new industries and new businesses and build a new culture of innovation. Our job creation initiative is focusing initially on advanced manufacturing, through a partnership with the U.S. Department of Energy, National Laboratories, TCUs, and industry. Already, we are seeing results, with new TCU-tribal-industry partnerships, new contracting opportunities, and new jobs for our students and graduates.

Tribal Colleges continually seek to instill a sense of hope and identity within Native youth, who will one day lead our tribal nations. Unacceptably, the high school dropout rate for Native students remains around 50 percent. TCUs are working with local schools to create a bridge for AI/AN students as early as elementary school, encouraging them to stay focused on achievable goals, finish high school, and go on to the local TCU. TCUs offer dual credit courses for high school students, provide math teachers for local high schools to improve course delivery, and host weekend academies, after school programs and summer camps for middle and high school students. At the other end of the spectrum, TCUs offer GED/HiSET training and testing and have 2+2 partnerships to bridge programs with regional universities. All are solid steps to bolster future prospects for Native youth and break the cycle of generational poverty.

TCUs: A SOUND FEDERAL INVESTMENT

Vivianna Castillo-Roybal, like many TCU students, is not waiting until she graduates to positively impact her community. Growing up in the foster care system and far removed from her tribal culture and community, Vivianna enrolled in Leech Lake Tribal College in Cass Lake, MN to reconnect to her Anishinaabe heritage. Once there, Vivianna gained the confidence that only comes when you are secure in your identity. She will graduate this spring from LLTC with an associate degree in STEM education – that is success enough. However, Vivianna has done

much more: in 2016, she was part of a group that traveled to a conference for youth foster children in Washington, D.C. On the way home, she and others wrote the first draft of the foster care sibling bill of rights, which would create guidelines in state law to help siblings be placed together. Last spring, Vivianna was a part of the effort to ensure the bill's enactment into law by the Minnesota State Legislature. She is now working on a broader foster children bill of rights, which already has been enacted in other states. Vivianna credits much of her success to the support and education she could only receive at LLTC.

Every Tribal College has stories like Vivianna's: transformative change as students across Indian Country find their identity and develop the skills and confidence to serve. This is the power of the federal investment in Tribal Colleges.

TCU INFRASTRUCTURE IMPROVEMENT: NEEDED AFTER 40 YEARS (\$31 MILLION): We urge Congress to fund section 113 (25 U.S.C. 1813) of the Tribal College Act, established more than 40 years ago, and finally create a Tribal Higher Education Infrastructure Improvement Program. For TCUs to realize our goals of strengthening our Tribes as sovereign nations and building a 21st century Native workforce, TCUs must have the facilities and infrastructure capable of educating and training students in a safe and advanced environment. This simply cannot be done on the scale needed in classrooms with leaking roofs and exposed and substandard electrical wiring; outdated computer labs; students sleeping in cars and trucks because there are no dorms; and the slowest – yet most expensive – internet access of any institution of higher education in the country. Yet, that is what we ask TCUs to do. Last year, AIHEC conducted a survey of 22 TCUs, which revealed a list of chronic facility-related needs, including student housing, faculty housing, classrooms, libraries, laboratories, administrative offices, cafeterias, and student wellness/community fitness centers. The 22 TCUs have a self-reported estimated need of \$332.5 million in Deferred Maintenance and Rehabilitation costs and \$558 million to complete existing Tribal College Master Plans.

As a first step, we request that the Subcommittee work with your colleagues in the Senate to ensure that the Department/Bureau of Indian Education conducts a 40-year overdue required study on the current condition of TCU facilities and by a date certain submits a report identifying critical TCU renovation and new construction needs (25 U.S.C. 1812). A comprehensive and unbiased TCU Facilities Report, to include all 37 TCUs, would be of tremendous benefit to our colleges and, we believe, to this Subcommittee. Therefore, we respectfully request that the Subcommittee direct the Bureau of Indian Education to use administrative funds to conduct the long awaited TCU Facilities Report and further, that \$31 million be allocated in FY2020 to begin addressing the infrastructure needs of TCUs.

CHALLENGES: INDIAN STUDENT COUNT, TAX BASE, AND GROWTH

ISC Formula and Non-Beneficiaries: As noted earlier, TCU operations funding remains insufficient and our budgets are further disadvantaged, because, unlike other institutions of higher education, most TCUs receive operations funding based on the number of Indian students served, with "Indian student" defined as a member of a federally recognized tribe or a biological child of an enrolled tribal member. Yet, approximately 15 percent of TCU enrollments are non-Indian students. Many TCUs seek operating funds from their respective state legislatures for non-Indian state-resident students ("non-beneficiary students"), but success has been inconsistent. Given their locations, often hundreds of miles from another postsecondary

institution, TCUs are open to all students, Indian and non-Indian, because we know that postsecondary education is *the* catalyst to a better economic future in rural America.

LOCAL TAX AND REVENUE BASE: TCUs cannot rely on a local tax base for revenue. Although tribes have the authority to tax, high reservation poverty rates, the trust status of reservation lands, and the lack of strong reservation economies hinder the creation of a reservation tax base. As noted earlier, on Indian reservations that are home to TCUs, the unemployment rate can well exceed 70 percent. By contrast, the national unemployment rate is currently 4.0 percent.

GROWTH OF TCUS

Since the enactment of the Tribal College Act more than 40 years ago, TCUs have never received the modest Congressionally- authorized funding level (currently \$8,000 per Indian student). Yet, we are so close: an increase of \$11 million over the FY2019 level is all that we need to fully fund Tribal Colleges for the first time *ever*. In the context of other federal programs, our request is quite modest. For example, the only other minority serving institution that receives operating funding from the federal government, Howard University, received \$205,788,000 for undergraduate programs in FY2019, or about \$23,000 student, along with \$3 million for its endowment. We ask only for \$8,000 per student for the Title I TCUs.

Over the past 10 years, this Subcommittee has worked diligently to provide the extra resources needed to enable *all* TCUs to be funded on an academic year schedule. For this, we are extremely grateful. The benefit to TCUs derived from being able to plan an annual budget and start the academic year with operating funding has been tremendous. Yet, during the time that it has taken to provide this funding for the TCUs, *four* new Tribal Colleges have become eligible to receive funding under Title I of the TCU Act. These are College of the Muscogee Nation (Okmulgee, OK), Red Lake Nation College (Red Lake, MN), Tohono O'odham Community College (Sells, AZ), and White Earth Tribal and Community College (Mahnomon, MN). Unfortunately, Title I funding has not even kept pace with inflation, much less received increases sufficient to adequately support new colleges. Title I TCUs, in particular, often must endure years without any operating increases at all. For example, between FY2014-2018, funding for the 28 TCUs remained stagnant despite the growing need for higher education across Indian Country. As we move forward, we are becoming increasingly worried about the TCUs' operating funding: at least three new TCUs could join the pool soon. These are Alaska Pacific University, California Tribal College, and San Carlos Apache College, all of which are moving toward funding eligibility. The addition of these TCUs is important for Indian Country, but only if adequate support is available to ensure that they can operate effectively.

CONCLUSION

TCUs provide quality higher education to thousands of AI/ANs and other rural residents and provide essential community programs and services to those who might otherwise not have access to such opportunities. The modest federal investment in TCUs has paid great dividends in terms of employment, education, and economic development and has significantly reduced social, health care, and law enforcement costs. Continuation of this investment makes sound moral and fiscal sense. We appreciate the Subcommittee's past support of the nation's TCUs and your thoughtful consideration of our FY2020 appropriations requests.

TALKING POINTS: CARRIE L. BILLY, PRESIDENT & CEO
AMERICAN INDIAN HIGHER EDUCATION CONSORTIUM
U.S. HOUSE OF REPRESENTATIVES - COMMITTEE ON APPROPRIATIONS
SUBCOMMITTEE ON INTERIOR AND RELATED AGENCIES
March 7, 2019

Madam Chair and Members of the Subcommittee. I am Carrie Billy, president of the American Indian Higher Education Consortium, which comprises the nation's 37 Tribal Colleges.

THANK YOU for all that you have done and just as important, thank you for your faith in the Tribal Colleges and the potential that higher education holds for transforming Indian Country and building a better future for our tribes, our lands, and our children.

Last year, this subcommittee included a desperately needed increase of about \$6 million for TCU operations. The final FY2019 agreement fell short, but please do not give up. Continue to support the TCUs. Remember: every dollar invested in TCUs returns at least \$6 to the federal government in just one year. So, the more you put in, the more that comes back to federal government. Indian tribes AND our 16 rural states have an even higher return.

This year, we are celebrating the 40th Anniversary of the Tribal College Act. In four decades, our colleges have never been fully funded. But we do not give up. TCUs take their little payments and work BIG miracles. Increase the payment and the miracles will compound.

We are not even asking for that much more: we just need an increase of \$11 million in FY2020 to fully fund the Tribal Colleges at about \$8,000 per Indian Student.

One of the factors driving the need for increased funding is the growing number of Tribal Colleges. Over the past few years, we have had *four* new TCUs. Soon, at least three more new TCUs could join us. In addition to growth, the need is simply overwhelming.

(1) Take infrastructure: One Tribal College -- Iłisaǵvik College -- pays more for Internet access than any college in the country. It also has the SLOWEST internet access of any college in the country: six megabits per second.

In fact, although most TCUS have okay internet access (not including Iḷisaḡvik), their connectivity – 236 megabits per second -- does not come close to meeting the 513 MBPS average of the nation's community colleges, much less the average of 4-year colleges, which is 3.5 gigabits per second.

Yet TCUs are held to the same accountability measures as other colleges and universities.

- (2) Food Insecurity and homelessness are real at Tribal Colleges. Many of our colleges cannot afford dorms, so students often sleep in their cars during the week. It's not comfortable, but it saves 100-200 miles a day – that's a lot of gas money. Or money to buy food. Hundreds of TCU students face the same dilemma every day: do I eat, or buy gas to drive to campus?

TCUs do what they can: Sinte Gleska offers free breakfasts and lunches; Little Big Horn College gives students free cafeteria meal tickets. Sitting Bull College runs a monthly food pantry. Faculty and staff even donate their own food and leave cans of soup in the student lounge. They do this because they know that students cannot learn if they are worried about their next meal. All of this comes out the operating budgets of the TCUs and the pockets of the faculty and staff.

Yet, TCUs continue to perform miracles: saving our languages, creating new 21st century jobs, training Native teachers and more.

Only about 200 Creek speakers remain on the Muscogee Creek Nation. Most are elderly. So, the College of the Muscogee Nation developed a Native Language Certificate program. Now, young college students are giving their language new life – finding a new way of speaking Creek by infusing daily conversations with Creek words and slang. It's the cool new way to speak, and it is restoring IDENTITY. It's saving a nation.

Salish Kootenai College and Navajo Technical University lead the TCUs in JOB CREATION, which is the ONLY way to end generational poverty. SKC and its partners, including the tribe and Northrop Grumman, are training students to build advanced materials for the Air Force and NASA. When the college realized that incoming students were not prepared for STEM courses, SKC created a high school STEM Academy.

Now, young students attend their own high school for a half day and spend the other half learning math and science at SKC.

In the early 1970s, only five tribal members on the Turtle Mountain Chippewa reservation had college degrees. The tribe established Turtle Mountain Community College. Now, thousands of tribal members have college degree and of the 350 teachers on/near the reservation, about 300 are Native.

That's the power of Tribal higher education.

Our detailed funding requests are included in our written testimony, so I am not going go over them, although we do have a new request for a never-funded facilities program – just \$300,000 for a long-awaited study on aging TCU infrastructure – it's never been assessed properly before. And \$30 million to launch an effort to create the vibrant 21st century learning hubs we need in Indian Country. (Please take a look at that request).

The bottom line for *operating* funding is that we are asking only for about \$11 million more. Think of how many teachers, Native language speakers, health care professionals, and innovators we can create.

It is possible. You can do it. Tribal Colleges can help. Thank you.

Howard University, the only other minority serving institution that receives federal operating funding, received nearly \$206 million for undergraduate programs in FY2019, along with \$3 million for its endowment. According to NCES, Howard had 8,932 students in fall 2017, which works out to about \$23,000 per student. We ask only for \$8,000 per student for the Title I TCUs. And for the record, 30 TCUs received only \$112,000 for their endowments – collectively.

**WHIAIANE, U.S. DEPARTMENT OF EDUCATION & AIHEC PLANNING MEETING:
TRIBAL COLLEGE & UNIVERSITY-FEDERAL AGENCY PARTNERSHIPS**

Friday, February 8, 2019
9:00 a.m. – 12:00 p.m.
Holiday Inn Washington-Capitol
Washington, DC

Opening

The meeting opened with a prayer offered by President David Yarlott, Little Big Horn College, and brief remarks from Ron Lessard, White House Initiative on American Indian & Alaska Native Education/U.S. Department of Education, and Carrie Billy, American Indian Higher Education Consortium.



Fifty representatives from federal agencies and the Tribal Colleges gathered in Washington, D.C. on Friday, February 8, 2019 to discuss partnership opportunities.

Innovative Programs: *Advancing Indian Country – Meeting National Goals*

The following three individuals provided brief remarks on innovative programs at their institutions/agencies:

- **Sandra Boham, Salish Kootenai College - Innovation & Opportunity at SKC:** President Boham described some of the programs that SKC has developed to meet tribal, local, and regional needs. SKC has been designated as a federal Emergency Response Training Center, which includes a stackable certificate/associate degree program and regional coordination.

To address the challenge of students enrolling at SKC without adequate preparation for STEM courses, SKC established a high school STEM Academy, in which students attend school for a half day at their

high school and the other half at SKC. AT SKC, students focus on life sciences, natural resources, pre-medical preparation. SKC also has a large NSF-LSAMP initiative, which includes international research partnerships. SKC is one of five TCUs participating in the NNSA-AIHEC advanced manufacturing initiative, which includes a partnership between SKC, the tribe, and S&K Technologies. Strengthening this program is SKC's mentor-protégé relationship with Northrop Grumman, which includes 8(a) contracting with the U.S. Air Force and NASA.


SKC, like all TCUs, is very concerned about the U.S. Department of Education's Strengthening Institutions-Part F program (Title III-Part F), which is slated to end after FY2019. SKC has devoted a significant amount of its Title III resources to improving outcomes for student through enhanced residence life programs and other student support efforts.

SKC also has innovative programs in Tribal Governance and Business and has established a Salish Language Teacher Program, which provides critically needed pedagogy, process, and classroom management instruction to traditional Native language speakers who have been certified to teach because of their language expertise.

- **Jody Chase, National Science Foundation:** Dr. Chase provided an overview of the evolution of the NSF-TCU Program, which funds STEM research and education programs at Tribal Colleges. Most recently, the NSF-TCUP has collaborated with other NSF directorates to designate five TCUs as innovation centers of excellence in various STEM areas. Over the past 20 years of the NSF-TCU programs, TCUs have evolved from lower level associate programs to Master's program in STEM. Other initiatives include a pre-engineering collaborative with the engineering directorate, a native language initiative with the Endangered Languages programs, and an annual research symposium involving NSF, USDA-NIFA, NASA, and NIH.
- **Al Kuslikis, AIHEC: TCU-NNSA Advanced Manufacturing Initiative:** Mr. Kuslikis provided an overview of the Department of Energy/NNSA advanced manufacturing initiative, which is a 21st century job creation, tribal nation building and maker movement effort involving five TCUs, AIHEC, NNSA, National Laboratories (Sandia, Los Alamos), industry (Boeing, etc.), and Tribes/tribal enterprises. The initiative is funded at about \$2 million per year and is limited in its growth due to funding limitations.

Goal 1

Establish an advanced manufacturing career pipeline for American Indian engineers and technicians.



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

ROUNDTABLE DISCUSSION: OPPORTUNITIES FOR ADVANCING COMMON MISSIONS

Building on the opening panel, federal agency participants discussed initiatives and opportunities at their respective departments/agencies. Representatives worked to identify common missions, address TCUs needs, and draw connections between programs.

A. Administration on Native Americans (Department of Health and Human Services)

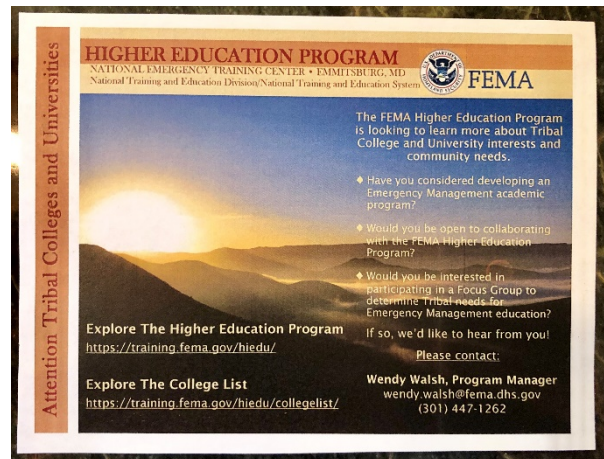
Commissioner Jeannie Hovland

Michelle Sauve

- ANA has three funding areas: 1. Language preservation; 2. Socio-economic development; 3. Environmental programs
- Seven TCUs currently have ANA grants
- ANA would like to coordinate with other federal agencies to build on ANA awards, particularly start-up awards and to continue support after the end of award period (example: NSF Endangered Language Program, mentioned by Dr. Chase)
- ANA Regional Training and Technical Centers provide training pre-and post application
 - Locations: East, West, Pacific, and Alaska
 - ANA is hosting a pre-application workshop in Minnesota next week
- TCUs could partner with ANA's existing Training and Technical Assistance Centers to support local coursework for grant writing and build community capacity to plan projects and apply for grants. ANA will follow up with AIHEC about this possibility.

B. Department of Homeland Security-FEMA

- FEMA priority: ensure diversity among trainers (e.g. veterans)
- FEMA-Higher Education Program (w/national training center in Emmitsburg, MD) is conducting a listening effort with TCUs: to gauge interest in establishing Emergency Management academic programs, collaborating with FEMA. Focus groups will be held, mini-grants are available
- Current higher education program: curriculum, training, courses of study
- Emergency Management Symposium (during summer 2019)



C. National Museum of the American Indian

Edwin Shipman, National Partnerships

- New interactive online education resource: Native Knowledge 360° (<https://americanindian.si.edu/nk360/>)
- Possible partnerships (based on national partnership foci):
 - Teacher Training Initiative
 - Student-centered pedagogy development/review
 - Primary/secondary resources
 - Inquiry-based learning
- Priorities/Commonalities: 3 Cs: college, career, civics
- NMAI teacher training program could partner with existing TCU teacher training programs

- Student opportunities: internships in conservation
- Development/dissemination of national set of “Established Understandings” on Native education

D. Department of Agriculture: Office of Tribal Relations & 1994 Program Office

Mike Beatty, Office of Partnerships and Outreach (mike.beatty@osec.usda.gov)

Office of Diane Cullo, Acting Director

Linda Cronin, Deputy Director

Lawrence Shorty, 1994 Director

- *Mr. Beatty*: USDA is establishing “Centers of Community Prosperity” to build capacity in rural America: the centers will pull together USDA program (all USDA functions/mission areas) along with other related federal agency programs. Centers will facilitate ‘bottom up’ and locally driven approaches to program delivery. (AIHEC/TCUs need to follow-up to become part of this effort.) Goal is to create 200 centers this year.
- *Ms. Cronin*: Agri-business Certificate/Short Course Series (USDA/FSA & Tribal Programs, AIHEC, and 3 TCUs): this project is a potential model program with the goal of ensuring that TCU post-secondary education programs lead directly to employment in/near tribal lands. The goal is to prepare students for internships, apprenticeships, jobs with Farm Service Agency and others in the agri-business industry (e.g. loan officers). Program includes curriculum development for eight course series, industry/agency advisory board, 3 TCUs coordinating course development. The group is trying to develop a model and standards for what a rural/partnership apprenticeship program should include.

E. NASA

Torry A. Johnson

Alicia Joseph

- NASA is a frequent partner and collaborator with various federal agencies, including NSF and Department of Energy. More synergies are possible.
- Already in development: Meeting of Federal STEM agencies to continue this dialogue
- Opportunities:
 - MUREP (grant program),
 - MAIANSE: rover competition (TCU grantees: SIPI, NWIC, SKC, CDKC, LPTC)
 - Tech transfer opportunities with partners within the industry
 - Aerospace contracting: tech infusion workshop with communities – effort involves
 - Alicia Joseph will assume Torry's duties, as Torry moves from Goddard to HQ

F. Department of Education: Rural Programs & IDUES

Leonard Haynes

Michael Chamberlain, Rural Programs

James Law, Strengthening Institutions/Higher Education Programs

- **ED-Rural Programs:**
 - Need to learn more and promote TCU access and outreach
- **ED-Strengthening Institutions:**
 - Title III performance reports are now open

- **TCU Alert:** “eligibility” to participate in Title III (now waived) does NOT equate to PELL eligibility. TCUs still must apply for this, as needed
- MISEP (3-year STEM awards) competition will soon be open

Leonard Hayes:

- Federal Financial Aid
 - Verification of tax information - change regarding tax on income
- Department of Labor Apprenticeships Programs: opportunity for TCUs
 - For experts on apprenticeships issues: call/email Leonard Hayes (to address issue raised)
- Georgia: 50 companies with 5,000 youth

Issue raised by TCU Presidents (David Yarlott): Problem with current apprenticeship models is that the skilled workforce in small areas do not really want to train 1-2 people. They lack the time for training and they fear that newly trained individuals will take away business from existing skilled workforce. Rural areas only have the capacity for one or two professionals.

G. National AI/AN Head Start Collaboration Office (Region 11, 26 states)

- Key areas for partnership are in: program development, Native language instruction/activities, and teacher preparation
- Regulations changed a few years ago to allow greater flexibility in Native language use: classrooms designed around language and culture
- TCU collaboration: Language summits for early childhood education teachers
 - WA: May 2019
 - SKC (MT): Summer 2019
- Early childhood education modules and courses: EARLY EDU. TCUs should take advantage of this opportunity, if needed. SKC and SIPI are implementing modules.

H. State Department

David Levin

- Opportunities for international experiences and partnerships:
 - Fulbright faculty could be a resource for TCUs. For example, IAIA currently has a faculty member from Mexico
 - Gilman Grants: in five years, no TCU has applied for an award. Let’s figure out a way to encourage TCUs to apply

ISSUE/DISCUSSION BY TCU PRESIDENTS (MAUNKA MORGAN, LITTLE PRIEST TRIBAL COLLEGE):

President Morgan noted that LPTC – like all TCUs – is a key part of the nation building equation. TCUs are an affirmation of tribal nation building.

LPTC currently is working to move to a Planning Culture from a long held culture of “Crisis Management.” To facilitate this planning, a document with two columns would be useful (modified to reflect older version of table used to identify areas of commonality and opportunity:

AGENCY MISSION – PRIORITIES AGENCY RESOURCES	AGENCY RESOURCES	TCU NEEDS

For example, the Ho-Chunk Tribe of Nebraska has recently compacted its Indian Health Care services (hospital). This could present an opportunity for the TCU in STEM programing. Ho-Chunk, Inc. presents an opportunity for 8(a) contracting and manufacturing/business, particularly in housing and tobacco. However, to realize Ho-Chunk, Inc.'s potential, a workforce is needed. The TCU should be providing that resource.

Another need is in early childhood education (Educare/Bufet Early Childhood Fund). A model is the Winnebago Academy, which involves 17 students: high school, LPTC, and University of Nebraska-Lincoln.

NEXT STEPS, ANNOUNCEMENTS AND MEASURING PROGRESS

In closing, Carrie Billy reminded participants that the Executive Order on American Indian and Alaska Native Education & Strengthening Tribal Colleges and Universities is still in effect and that it contains specific directives for federal departments and agencies, including an annual report. (A copy of the EO was provided to all participants.) Several years ago, a document similar to the one mentioned by President Morgan was developed, with some success. An updated document should be a goal of this group.

Ron Lessard/Carrie Billy added:

- A. **Data Call:** A draft annual report instrument was in development, which would be distributed to all departments shortly. The annual report is a first step to developing required multi-year agency plans, which should be established in collaboration with the TCUs and other relevant federal agencies.
- B. **Webinar Series:** WHIAIANE and AIHEC are organizing a series of Outreach Webinars, to be held approximately every six weeks. We will begin with Department of Education Opportunities. WHIAIANE will work with interested agencies to develop a webinar calendar.
- C. **Master Calendar of TCU Opportunities:** WHIAIANE and AIHEC would like to develop a dynamic master calendar for TCUs of Key Federal Initiative Dates, which would include:
 - Estimated dates for TCU-specific grant/program opportunities (and other relevant recurring grant programs of benefit to Tribal higher education (application, grant award timeframe, reporting deadlines, etc.)
 - Dates/timeframe of annual meeting/conferences/workshops/events of interest to TCUs
 - TCU commencement dates
 - Other relevant dates or timeframes

A data call will be forthcoming. As part of the data call, the first column of the above-mentioned table will be included.

The group expressed their collective desire to meet again and to schedule regular meetings.

CLOSING PRAYER

President Richard Littlebear, Chief Dull Knife College, provided a closing prayer in his Cheyenne language.

Rethinking Higher Education

“

Rethinking Higher Education requires us to challenge every assumption, examine every practice, and question the status quo. We must ask ourselves why we do what we do, if there might be a better way, and if the needs of all students are being met.”

– Secretary of Education Betsy DeVos

December 2018

U.S. Department of Education
Office of the Secretary
Office of the Under Secretary
Office of Postsecondary Education





Introduction

American postsecondary education has immeasurably expanded economic opportunity, improved our quality of life, fostered advances in art and culture, and driven scientific and technological innovation. It is rightly the envy of the world. American colleges and universities have also served a noteworthy public good by preparing our nation's leaders and cultivating thoughtful, productive citizens capable of informed debate, respectful disagreement, and community engagement.

The United States can stand proud of its accomplishment in significantly expanding the number and diversity of students who have sought and earned a college credential as a result of the **Servicemen's Readjustment Act of 1944 (the G.I. Bill)** and the **Higher Education Act of 1965**. Although educational elites expressed fears that the G.I. Bill would turn college campuses into "educational hobo jungles,"¹ more than a million World War II veterans received education benefits provided through the G.I. Bill, and many credit this expansion of postsecondary opportunity with creating the burgeoning middle class and prosperity of the post-World War II era. The Higher Education Act further expanded the diversity of students who could participate in postsecondary education by providing financial support to students who would otherwise not have had such an opportunity.

This admirable legacy, however, is under threat due to growing concerns about ever-rising costs and growing differences regarding the purpose of postsecondary education. In addition, the growing lack of philosophical diversity on campus—a concern for many parents, students, and members of the higher education community—has only inflamed these tensions.

Despite the overwhelming emphasis that the United States has placed on a traditional four-year college degree, the return on investment of such degrees has been shrinking since the 1970's.² Today, a significant proportion of the currently available jobs require more than a high school diploma but less than a four-year degree.³ Yet even at the nation's community colleges, the majority of degrees are conferred in liberal arts, general studies, and humanities.⁴ Unfortunately, the vast majority of students in such programs never complete a four-year degree, and many fail to complete any degree at all. They are often left with debt and few skills or job prospects that lead to upward mobility.⁵ These programs are far from alone, however, in their failure to build a curriculum that marries both theory and practice in order to prepare graduates for the demands of adult life, citizenship, and the modern workplace.

Through the decades, the concern about college completion has overtaken the original goal of the Higher Education Act, which was to expand access to higher education. We should celebrate that completion rates have remained relatively stable since the 1970's, particularly considering the significant expansion in the diversity and number of students served. However, it is unacceptable that hidden beneath the national average is completion rate disparity, with non-traditional, low-income, and minority students graduating at much lower rates than their peers.

¹ Carey, K. (August 21, 2008). On 'real education' – I. Retrieved from <https://www.insidehighered.com/views/2008/08/21/real-education-i>.

² The Economist (December 1, 2012). Not What It Used to Be. Retrieved from <https://www.economist.com/united-states/2012/12/01/not-what-it-used-to-be>.

³ Carnevale A., Smith N. & Strohl J. (June 2013). Recovery: Job Growth and Education Requirements through 2020, Executive Summary (p. 5). Retrieved from https://cew.georgetown.edu/wp-content/uploads/2014/11/Recovery2020.ES_Web_.pdf. (10 million [18%] of job openings between 2010 and 2020 will require some college, no degree)

⁴ National Center for Education Statistics (March 2018). Undergraduate Degree Fields. Retrieved from https://nces.ed.gov/programs/coe/indicator_cta.asp.

⁵ Holzer, H. J., & Baum, S. (2017). Making College Work: Pathways to Success Beyond High School. Washington, D.C.: Brookings Institution Press.

Some institutions have invested in educational innovations, including new delivery models, expanded student services, and the use of data analytics to develop customized educational plans that meet the needs of a greater number of students. These are worthwhile investments and many have yielded impressive results. But for the most part, these innovations are superimposed upon a higher education model that is fundamentally unchanged. Delivery models are just one element of higher education. Changing those without addressing other aspects of the system, such as who develops the learning objectives and who evaluates competency, leaves us with a system that is little more than a technologically updated version of the system we already had. There can also be wide gaps amongst the perceptions of faculty, students, and employers regarding graduates' preparedness for work.⁶



Despite the overwhelming emphasis that the United States has placed on a traditional four-year college degree, the return on investment of such degrees has been shrinking since the 1970's.²

The push for college completion, without an equal emphasis on new and different postsecondary options, has created its own set of unintended consequences. Interested in meeting accountability metrics that focus on college completion, some institutions have simply reduced academic rigor, created academic programs that award credentials for the number of credits completed rather than mastery of defined learning objectives, or engaged in a campus amenities “arms race” to attract the lowest-risk students possible. Too many institutions value their own prestige, selectivity, and the academic status quo more highly than reducing costs, serving high-need students, and increasing efficiencies. Of concern, the institutions with the most resources often serve the smallest proportion of high-need students,⁷ whereas institutions with fewer resources are expected to serve a larger number of high-need students and achieve outcomes comparable to more selective institutions, all at a lower cost to students. Being a more selective institution does not necessarily mean that an institution is better or of higher quality, but our current outcomes measures fail to accurately distinguish between quality and selectivity.⁸

Ironically, despite the growing list of complaints about the readiness of college graduates for the demands of the work environment, employers continue to require postsecondary degrees in a growing number of job postings, potentially due to the lack of alternative credentials upon which employers can rely to assess an individual's work readiness.⁹ **But academic degrees may have little relevance to the demands of the workplace.** Moreover, programs that fail to give students academic credit for knowledge and skills they developed while working or during military service continue to underserve large numbers of adult learners and keep them out of a workforce that needs their participation. As a result, adults are often required to repeat and pay for classes that teach what the student has already learned and practiced, often times under more challenging circumstances than can be replicated in the classroom.

⁶ Mourshed M., Farrell D. & Barton D. (January 2013). Education to Employment: Designing a System That Works (p. 37). Retrieved from <https://www.mckinsey.com/~media/mckinsey/industries/social%20sector/our%20insights/education%20to%20employment%20designing%20a%20system%20that%20works/education%20to%20employment%20designing%20a%20system%20that%20works.ashx>.

⁷ Nichols A. & Santos J. (August 4, 2016). A Glimpse Inside the Coiffers: Endowment Spending at Wealthy Colleges and Universities. Retrieved from <https://edtrust.org/resource/a-glimpse-inside-the-coiffersendowment-spending-at-wealthy-colleges-and-universities/>.

⁸ Dale S. & Krueger A. (June 2011). Estimating the Return to College Selectivity Over the Career Using Administrative Earnings Data. National Bureau of Economics Research Working Paper No. 17159.

⁹ Fuller J. & Raman M. (October 2017). Dismissed by Degrees. Retrieved from <http://www.hbs.edu/managing-the-future-of-work/Documents/dismissed-by-degrees.pdf>

Unfortunately, the academy has too often held onto traditions that were designed to serve impressionable young minds and that value faculty-led instruction and instructors with terminal degrees more highly than real world experience and instructors who better understand the demands of the workplace.

Perhaps most disappointing, institutions of higher education and education policy-makers continue to rely on **simplistic outcomes metrics** to evaluate institutional quality, when these metrics are more reliable proxies for institutional selectivity and student socioeconomic advantage than academic quality. Despite ample research findings that demonstrate the correlation between student demographics and socioeconomic status, on the one hand, and college completion, student loan repayment, and earnings early in a graduate's career, on the other hand, almost all current institutional outcomes assessments simply ignore these factors and incorrectly assert causal relationships between academic quality and student outcomes¹⁰. This is often out of methodological convenience or a desire to elevate the perceived quality of one's own institution.

The college degree has become the new high school diploma, and jobs that once went to high school graduates now require a graduate degree.

Degrees were once an effective signaling tool that employers used to identify applicants who had a strong work ethic and could stand above the rest.¹¹ However, as an increasing number of students have flocked to **"light" majors** (i.e. those that are of low rigor), the college degree has become the new high school diploma, and jobs that once went to high school graduates now require a college degree – which adds to the cost of preparing for jobs that will not likely pay a commensurate wage.^{12,13}

In addition, **State licensure requirements**, which are frequently used to reduce competition for certain jobs, have added to the cost of preparing for those jobs. In some instances, close relationships between accreditors and licensing boards have resulted in credential creep in the name of occupational protectionism. Licensing requirements have also reduced the number and diversity of career pathways that can lead to employment in a given profession, especially as the eligibility for many licenses is linked to having completed an accredited program and not to demonstrating competency in the field. In many instances, credential creep makes it more expensive to prepare for jobs that may not pay a higher wage to align with the added credential requirements.

Added educational costs have resulted in higher student and parent loan debt, with the **outstanding Federal student loan debt surpassing \$1.5 trillion**.¹⁴ Concerned about the size of this debt and the number of students who are in default or non-repayment, policymakers have created layer upon layer of regulatory requirements, as if punitive actions against institutions would have an impact on a borrower's ability or inclination to repay his or her loans.

\$1.5+ trillion
OUTSTANDING FEDERAL
STUDENT LOAN DEBT

Meanwhile, recent studies of student loan repayment rates among college graduates 10 years after graduation point to the important role that parental wealth transfer plays in determining student loan repayment

¹⁰ Lochner L. & Monge-Naranjo A. (February 2014). Default and Repayment among Baccalaureate Degree Earners, National Bureau of Economic Research. National Bureau of Economics Research Working Paper No. 19882.

Holzer, H. J., & Baum, S. (2017). Making College Work: Pathways to Success Beyond High School. Washington, D.C.: Brookings Institution Press.

¹¹ Slayback Z. (October 19, 2017). The value of the college degree is crashing. Here's how to fix it. Retrieved from <https://medium.com/the-mission/the-value-of-the-college-degree-is-crashing-heres-how-to-fix-it-cd7a1e116396>.

¹² Ibid.

¹³ Conerly B. (August 21, 2012) The Six Classes That Will Make Any College Grad Employable. Retrieved from <https://www.forbes.com/sites/billconerly/2012/08/21/how-to-make-a-college-graduate-employable/#7c74d5cc17e0>.

¹⁴ Federal Student Aid (n.d.). Federal Student Loan Portfolio: Federal Student Aid Portfolio Summary. Retrieved from <https://studentaid.ed.gov/sa/about/data-center/student/portfolio>.

outcomes.¹⁵ In other words, students who depend less on student loans to pay for their education and who are more likely to have financial support from parents while in college and during the early years after graduation are more likely to repay their loans. This is not a new or surprising revelation. In 1992, in response to rising student loan defaults in the late 1980's, Congress created the unsubsidized student loan program and removed the caps from Parent PLUS loans to balance out – and perhaps even hide – the incredible challenges that low-income students were having in repaying their loans.

The growing burden of federal regulations has not improved educational quality or student outcomes or better prepared students to meet the demands of life and work. However, it is likely that these regulations have reduced institutional autonomy, inserted government into decisions about academic programs, increased the cost of higher education, and caused higher education leaders to shift valuable resources from the classroom to administrative functions. In some instances, regulatory growth has squelched the innovation necessary to achieve the improved outcomes that these regulations sought to achieve in the first place.

Beyond rising costs, the campus climate has also changed in ways that are disturbing to many Americans. Despite proclaimed missions that call for open dialogue and debate, far too many colleges and universities have imposed **limitations on free speech** and implemented speech codes that discredit their historical role as arenas of free expression and inquiry. Such policies fail to treat students as adults seeking (and often needing) enhancement of their intellectual, social, and civic skills. And while some institutions fall short of providing the open debate they proclaim to support, other institutions that are very clear about the importance of religion or other principles to their mission are criticized and pressured to abandon those principles and ideals. Truth in advertising is critically important in attracting students to an institution, but uniformity of mission is neither required nor desirable, and no institution should be required to uphold beliefs that are well understood to run counter to its mission.

- It is time to challenge our past practices, assumptions, and expectations about what “college” is, what it should do, and how it should operate.
- It is time to restore institutional autonomy and respect for an institution’s unique mission.
- It is time to value the unique goals and challenges that each student brings to the postsecondary experience.
- It is time to include in our assessment of institutions the contributions that each school makes to helping its students succeed, maintaining rigor to prepare students for the demands of life, and enabling adults to engage in lifelong learning.
- It is time to streamline regulations so as to avoid government intrusion into academic programming, curriculum, and institutional mission.
- It is time to promote innovation and accept that sometimes new methods fail or need additional refinement to generate desired results.
- It is time to allow new entrants to educational delivery and reject efforts to maintain the status quo.

It is Time to Rethink Higher Education.

¹⁵ Lochner L. & Monge-Naranjo A. (February 2014). Default and Repayment among Baccalaureate Degree Earners, National Bureau of Economic Research. National Bureau of Economics Research Working Paper No. 19882.



Secretary DeVos seeks the partnership of institutions, innovators, entrepreneurs, educators, and students to create and advance long-lasting, student-centered reforms that empower students, empower institutions, and empower innovators.

Empowering Students

STUDENTS must be empowered to select a postsecondary option that best serves their interests, further develops their talents, prepares them to be productive citizens, provides a pathway to employment and career advancement, and eliminates the need to take on debilitating debt.

Empowering Institutions

INSTITUTIONS must be empowered to serve their independent missions, experiment with new solutions, and meet the unique needs of their students while at the same time ending the long-standing confusion that institutional selectivity equals institutional quality.

Empowering Innovators

INNOVATORS must be empowered to contribute new ideas and advance evidence-based solutions to ensure that American postsecondary education is delivering a world-class education for this generation and the next. Innovators must have the opportunity to test new solutions and expand options available to students, enable customized learning opportunities, meet the needs of adult learners who bring a large number and variety of life experiences to the classroom, and abandon old assumptions about the importance of advanced degrees in ensuring that instructional teams are well-equipped to meet the needs of students and cultivate excellence among students who are well-prepared to succeed in life and work.



Rethinking Higher Education: Principles for Reform

EMPOWERING STUDENTS

1. Provide greater options and opportunities for intellectual discovery, career preparation, and lifelong learning;
2. Respect the many goals that students bring to postsecondary education and evaluate success relative to those goals;
3. Enable academic and career mobility, including through common sense transfer-of-credit policies, restrictions on needless credential inflation, and unnecessary licensure and certification barriers;
4. Prepare students to meet the responsibilities of citizenship in a growing, dynamic, and diverse nation;
5. Ensure that students learn in a safe environment and that their schools provide them with due process protections when they are accused of wrong-doing;
6. Enable students to make decisions as adults and not unduly limit the options available to them; and
7. Improve access to federal student aid, simplify student loan repayment, and emphasize personal responsibility in making informed borrowing decisions.

EMPOWERING INSTITUTIONS

1. Provide regulatory relief by removing overreaching regulatory burdens, revising costly or ambiguous regulations, and providing a greater understanding of Department expectations concerning regulatory compliance;
2. Carefully construct accountability measures that take into account the unique mission of an institution and the needs and goals of its students;
3. Ensure that accreditors evaluate institutional quality in the context of the students an institution serves and the institution's unique mission;
4. Enable institutions to limit student borrowing;
5. Ensure that institutions are treated fairly and afforded due process rights while at the same time taking quick action against institutions that engage in deceptive practices;
6. Reward institutional value-added rather than student selectivity; and
7. Provide for the fair treatment of institutions with religious missions.

EMPOWERING INNOVATORS

1. Establish additional Experimental Sites to examine innovative delivery and accountability measures;
2. Provide for the fair treatment of both distance education and “brick-and-mortar” education;
3. Promote customized learning through competency-based education, direct assessment, and work-based learning models;
4. Expand student aid to include short-term programs that meet the needs of lifelong learners;
5. Reform the accreditation system to promote change and innovation, to allow accrediting agencies to accommodate educational innovation, and to reduce the cost of quality assurance;
6. Enable institutions to integrate programs developed and delivered by non-accredited providers into their accredited, Title IV eligible programs; and
7. Identify new ways to expedite approvals for new programs and program modifications in order to keep pace with changing technologies and employer demands.

Rethinking Higher Education

Accreditation Reform

December 2018

U.S. Department of Education
Office of the Secretary
Office of the Under Secretary
Office of Postsecondary Education





Accreditation Reform

The Higher Education Act of 1965, as amended (HEA), makes clear that, although the U.S. Department of Education (Department) has an important role to play in ensuring that all academically-ready students have the opportunity to attend the colleges of their choice, Congress has prohibited the Department from intervening in the curricular decisions of an institution and attempting to exert control over its faculty, administration, and academic programs. The Department of Education Organization Act affirms that:

No provision of a program administered by the Secretary or by any other officer of the Department shall be construed to authorize the Secretary or any such officer to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system...¹

Instead, Congress has assigned the role of overseeing the quality and academic sufficiency of instructional programs to accrediting agencies (accreditors). Accreditors are independent, membership-based organizations that rely on peer review to ensure that member institutions meet certain standards for academic quality and rigor. The aim of accreditation is not to ensure that all institutions accredited by a given agency are identical or that all students who attend those institutions reach for the same goals or achieve the same outcomes. Instead, accreditors ensure that students have access to qualified instructors, an adequate curriculum, and necessary support services to enable them to meet their personal, academic, intellectual, and career goals.

Postsecondary accreditation is a voluntary process in that a college or university need not be accredited in order to provide instruction or confer academic degrees; generally, the permission to operate as a degree-granting institution comes from states. Because colleges and universities may not participate in Federal Student Aid (Title IV) programs unless they are accredited, however, institutions are rarely able to compete for students without this seal of approval. Moreover, even among institutions with endowments sufficient to cover the full cost of education, accreditation is increasingly critical to ensuring that employers and other institutions recognize their degrees and that graduates can continue their education and pursue additional credentials at other institutions.

Accreditors ensure that students have access to qualified instructors, an adequate curriculum, and necessary support services to enable them to meet their personal, academic, intellectual, and career goals.

Accreditors are one important part of the regulatory “triad” that oversees higher education quality. The others are state authorizing agencies, which ensure compliance with state educational requirements and consumer protection laws, and the Department, which oversees adherence to rules of participation in Title IV programs. Unfortunately, over time states and the Department have shifted a number of their responsibilities to accreditors, which has forced accreditors to devote significant resources and attention to oversight of issues outside of their core mission and expertise. Simply put, accreditors are now expected, without Federal funding, to act as agents of the Federal government on a growing list of oversight responsibilities.

¹ Relationship with States: Curriculum, Administration, and Personnel, 20 U.S.C. § 3403(b).

As a result, accreditors and the institutions they oversee have too often been forced into a state of regulation-induced conformity. It is not simply that the sheer volume of regulatory requirements may limit innovation—though that is certainly a concern—but also that many regulatory and sub-regulatory requirements demand adherence to the orthodoxy of the day.

Accreditors are increasingly asked by policymakers and institutions to give their imprimatur to educational innovations as institutions search for more efficient and effective ways to meet the academic needs of more students. Yet, the Department holds accreditors accountable for ensuring that programs and institutions meet quality standards that are well-accepted among a group of qualified peers, thus too often discouraging innovations out-of-sync with the status quo in higher education. The status quo avoids risk, but innovation cannot exist without it. Change almost always involves some degree of risk.

The status quo avoids risk, but innovation cannot exist without it. Change almost always involves some degree of risk.

The Department and accreditors must provide reasonable assurances to students and parents that they will not waste their investment of time and money by enrolling at an institution that does not deliver on its promises or maintain a level of rigor sufficient to ensure that a credential from that institution provides value. At the same time, students cannot be fooled into complacency by believing that their personal success is the responsibility of anyone

other than themselves. Accreditation ensures that students have a reasonable and sufficient opportunity to learn, but it is not a guarantee for individual student success.

We have begun examining the Department's accreditation regulations and processes to determine which are critical to assessing the quality of an institution and its programs and to protecting student and taxpayer investments. This process is ongoing, and we are eager to further inform and refine our recommendations through input from key stakeholders and members of the public. Our goal is to question why we recognize accreditors the way we do, why they evaluate institutions the way they do, and what alternatives might generate better results and create new efficiencies or cost savings.

I. Review of Recommendations from Higher Education Stakeholders

How the Department holds accreditors accountable for adhering to our regulations, including through their standards and practices, has a direct impact on how accreditors, in turn, evaluate institutions that they oversee. At the direction of Secretary Betsy DeVos, the Department has closely examined how other stakeholders have viewed our processes and requirements for recognizing accreditors.

We first considered the recommendations made by the National Advisory Council on Institutional Quality and Improvement (NACIQI),² the Council for Higher Education Accreditation,³ the American Council on Education,⁴ and the Senate Task Force on Federal Regulation of Higher Education⁵ (convened by Senator Lamar Alexander [R-TN], Senator Barbara Mikulski [D-MD], Senator Michael Bennet [D-CO], and Senator Richard Burr [R-NC]) to understand the collective thinking on how the Department might improve accreditation. Our analysis revealed some common themes among those recommendations, including (but not limited to) the following:

² Keiser, A. (March 2018). Report to the U.S. Secretary of Education: 2018 Accreditation Policy Recommendations on Regulatory Reform. Retrieved from <https://sites.ed.gov/naciqi/files/2018/02/Regulatory-Reform-Recommendations-FINAL.pdf>.

³ Eaton, J. (April 2017). Position Paper: Regulatory Relief for Accreditation. Retrieved from https://www.chea.org/userfiles/uploads/Letter_and_Position_Paper_Feb_23_2018.pdf.

⁴ Broad, M. (April 30, 2015). Comments On Accreditation White Paper, American Council on Education. Retrieved from <https://www.acenet.edu/news-room/Documents/Comments-Alexander-Accreditation.pdf>.

⁵ Senate Task Force on Federal Regulation of Higher Education (February 28, 2015). Recalibrating Regulation of Colleges and Universities. Retrieved from https://www.help.senate.gov/imo/media/Regulations_Task_Force_Report_2015_FINAL.pdf.

Common Themes from Accreditation Triad Recommendations

- Restore the program integrity triad’s system of checks and balances
- Restore focus and clarity to the Department’s accreditor recognition process and requirements
- Integrate risk-based review into the recognition process
- Eliminate unnecessary minutia in the accreditor recognition process
- Confine the scope of review of accreditors to the express regulatory requirements
- Simplify the recognition criteria and put a higher priority on activities directly related to the student experience
- Honor the autonomy and independence of accreditors and institutions
- Reform substantive change requirements to enable institutions to respond more quickly to changing programmatic needs
- Adhere to the statutory prohibitions on establishing bright line standards
- Clarify the issues on which the Department seeks NACIQ’s policy input

In December 2017, the Secretary convened a diverse group of stakeholders for a Rethinking Higher Education summit to learn about innovations in educational delivery that can reduce cost and better prepare students for the demands of contemporary work and life. Participants highlighted the many exciting opportunities currently under development and the need to leverage these innovations to serve a more diverse group of students, accelerate credential completion, and improve student learning. We also heard from many innovators that accreditation has steep barriers to entry that may serve to protect market-share for established educational providers, even when their results are unimpressive. The Department is concerned that accreditor reluctance to support or approve innovations in higher education may be the result of a tendency to dictate policies and practices to accreditors and second-guess even the most measured and responsible actions that accrediting bodies have taken to support reform.

In performing our review, we have asked the following questions:

- **Which areas of the Department’s accreditation regulations and guidance are most directly related to educational quality and the student experience? Which are ambiguous, repetitious, or unnecessarily burdensome?**
- **Does the Accreditation Handbook help accreditors understand the Department’s expectations or does it simply “muddy the water” by layering additional requirements that are not included in statute or regulation?**



- How do we shore up the triad and clarify the roles and responsibilities of each entity? How do we eliminate duplication of oversight responsibilities among two or more members of the triad to reduce burden and to ensure that the appropriate entity is held accountable when it fails to fulfill its duties?
- How can we embrace and support innovation, but do so without exposing students and taxpayers to unreasonable risk?
- How can we reduce the size of petitions for recognition or for renewals of recognition and still comprehensively review the work of an accreditor and ensure the consistent application of its standards?
- Can the Department provide more support and information to accreditors to help them do their jobs more effectively? If so, what form should that take?
- Has the Department or NACIQI become too prescriptive with regard to student achievement, despite the statutory prohibitions on bright line standards and the ability of accreditors to establish different standards for different institutions? Are there better options that we should explore?

We first posed these questions at the May 2018 meeting of the NACIQI, hoping to generate conversation and receive feedback on our questions and concerns. We similarly presented a summary of our concerns in remarks before the University Professional and Continuing Education Association 2018 Annual Conference, as well as in remarks delivered at the Council for Higher Education Accreditation 2018 Federal Policy Roundtable. These early conversations helped us gauge the relevance of the questions we are asking and to expand those questions to address the concerns articulated by our stakeholders. Through our various outreach activities, as well as through opportunities for public comment and negotiated rulemaking announced by the Department on July 31, 2018, our goal is to question the usefulness, effectiveness, and efficiencies of all elements of the accreditation program and to leverage the wisdom and experience of the community to streamline and reduce the unnecessary costs associated with accreditation while improving its outcomes and restoring public trust in the rigor of the accreditation process and the value of postsecondary education.

II. Proposals for Accreditation Reform

Based on the recommendations of critical stakeholders, as well as our review of the accreditor recognition process, the Department proposes a number of reforms to encourage institutional autonomy and to discourage government overreach that could bog down the accreditation process and suppress innovation. Although some of these reforms can be accomplished administratively, others will require regulatory or statutory changes. The Department seeks the input of all higher education stakeholders to develop more effective and less costly regulatory requirements.

Proposal 1:

Restore “substantial compliance” as the standard for recognition.

CHALLENGE:

In 2010, the Department changed its compliance review to an “all or nothing” standard that finds an accreditor to either be fully compliant or fully non-compliant, even if there is just a minor error or omission that can easily be corrected. For example, an agency that uses policy language that differs slightly from the Department’s regulations, and one that is guilty of negligent disregard for academic rigor, are given the same stamp of failure, when the former can be easily corrected and the later will require considerable

changes in practice and oversight. The Department's failure to correctly distinguish between infractions of different severity has added to the cost and burden of the recognition review process and has likely diminished the focus on the most important work an accreditor does to enforce institutional quality standards. Although the Department must have standards by which it evaluates and recognizes accreditors, and its accreditors need to be held accountable for adhering to those standards, there needs to be enough flexibility to address minor errors or deficiencies in a way that does not increase burden, cost, or uncertainty. But in determining what level of flexibility is appropriate, the Department must adhere to its statutory obligation to consistently hold all accreditors to high standards that put students first. Therefore, the Department seeks advice and recommendations on how the regulations for accreditor recognition should be amended to provide flexibility in circumstances where a recognition review identifies minor administrative errors or gaps rather than major performance failures. The Department believes that the current focus on minutiae may "check boxes," but it does not necessarily demonstrate to the Department that the accreditor is a reliable authority as to the quality of education or training provided by its accredited institutions. It also may result in accreditors diverting attention from critical functions to the trivial. Accordingly, the Department seeks input on how to return to a substantial compliance standard to reduce unnecessary cost and burden without compromising the most important elements of recognition review, including academic quality and integrity.

Proposal 2:

Restore the regulatory triad by more clearly defining the roles and responsibilities of accreditors, states, and the Department in oversight of Title IV participating institutions of higher education.

CHALLENGE:

Even with clear Congressional support for a regulatory triad of distinct and complementary oversight responsibilities, lines have become blurred over time. The Department currently requires accreditors to ensure that institutions meet local fire codes (a state responsibility), evaluate an institution's compliance with credit hour and Clery Act requirements (a Department responsibility), and conduct complicated financial analyses that can be beyond the expertise of the accreditor's staff and most of its volunteers. Accreditors are too often pushed to perform duties well beyond their statutory and historic roles, as well as their typical subject matter expertise. In addition, the blurring of responsibilities has allowed stakeholders to blame accreditors when any lapse in oversight occurs, even if the lapse is the fault of agencies other than accreditors. The recent expansion of sub-regulatory guidance and the Department's role in determining which accreditors may participate in the triad has given the Department a disproportionate influence within the triad when all three legs are supposed to provide independent evaluation and judgment. The Department seeks recommendations for how to implement an accreditation recognition system that respects agency autonomy and the role of each member of the regulatory triad.

Proposal 3:

Increase academic and career mobility for students by eliminating artificial boundaries between institutions due to the credential levels an institution offers or the agency that accredits the institution or its program.

CHALLENGE:

For far too long, the accreditation system (though not necessarily accreditors) has created barriers that make it difficult for students to enjoy full educational and career mobility. A growing reluctance on the part of regionally accredited institutions to accept transfer credits from nationally accredited institutions or to enroll graduates of nationally accredited institutions in higher level credential programs has made it difficult for many students to engage in lifelong learning or to grow and evolve throughout their career. It also contributes to the rising cost of college and the expanding time to degree completion. Meanwhile, the Department holds national and regional accreditors to the same set of standards and otherwise recognizes them as equals. The Department also wants to ensure that accreditors maintain adequate independence from professional associations and licensing bodies, so as to avoid any risk of creating credentialing monopolies or contributing to troubling credential inflation. In some cases, genuine differences among institutional learning objectives or pedagogy may limit the transferability of credits; however, it should never be the case that institutional elitism and historical hierarchies alone make it unnecessarily difficult for transfer students, mid-career professionals, and veterans to obtain a postsecondary credential. The Department seeks recommendations on how to honor institutional autonomy, while at the same time prohibiting anticompetitive practices that are harmful and costly to students.

Proposal 4:

Provide greater flexibility for institutions to engage in innovative educational practices and meet local or national workforce needs.

CHALLENGE:

Despite the call for innovation to reduce the cost of postsecondary education, provide a greater number of options, improve student completion rates, and meet local and national workforce needs, many of the Department's recognition criteria penalize and, in some instances, outright discourage innovation. In some cases, accreditors at the cutting edge of innovation – accreditors that have responsibly fulfilled their duties and maintained high standards – are subsequently subjected to excessive scrutiny and unwarranted criticism from the public, policy-makers, and the press simply because innovative solutions do not fit neatly into the existing rules or conform to historic practice. Experimentation takes a degree of risk-tolerance and bold thinking, especially when some experiments fail (as will happen). But overly critical second-guessing — even of successful experiments — has created an environment in which accreditors are highly risk averse, not only to protect their own recognition status, but to ensure that the institutions they accredit have opportunities for continued participation in Title IV programs. Some will claim these practices are designed to protect students, but unlike genuine consumer protections, which are vital, these policies too often limit opportunity. The Department seeks recommendations on ways to protect students, promote innovation, accept a reasonable level of risk, and refrain from after-the-fact second-guessing that creates unnecessary and damaging instability for students, institutions, and innovators. In particular, the Department seeks recommendations on how to create on-ramps and off-ramps to accreditation that replace an all-or-nothing system with one that creates opportunities for new, better programs without jeopardizing the future of traditional programs that continue to serve students well.

Proposal 5:

Within the confines of the law, protect institutional autonomy, honor individual campus missions, and afford schools the opportunity to build campus communities based on shared values.

CHALLENGE:

The American higher education system is rich with diversity, including institutions of varying size, selectivity, mission, and student population. It is important that the accreditation system celebrates and supports this diversity, rather than try to squelch it by encouraging institutions to conform to arbitrary one-size-fits-all standards. The HEA requires accreditors to focus on educational quality, but also provides institutions the prerogative to define their mission and build a campus community in line with those values. A public, state-supported university, for example, is required to provide a campus environment that may be very different from that of a private religious institution, and each must be permitted to define their role and mission with autonomy. The Department encourages this diversity, believing that students are best served when they have the opportunity to choose the college or university that is right for them. Accreditation standards must recognize and respect the religious liberty of private institutions and their students and must not require religious institutions to conform to standards that violate the principles of their faith.

Similarly, within the confines of an institution's mission, accreditors must be careful to ensure that institutions uphold academic freedom and protect campus debate and inquiry. In recent years, students and faculty have suffered from curbs on academic freedom and campus debate. Speech codes and free-speech zones often outright prohibit diverse views from being expressed in many areas on campus. Institutions that market themselves as centers of academic freedom and vigorous intellectual debate must fulfill this promise, as doing otherwise is a misrepresentation to students. The Department seeks comments on how to encourage open and free debate that allows for the expression of all points of view, particularly at public institutions already subject to Constitutional safeguards governing free speech.

Proposal 6:

Reward institutional value added, not student selectivity.

CHALLENGE:

Current accountability metrics, such as graduation and student loan cohort default rates, may be a reliable measure of institutional selectivity and student socioeconomic status, but they are not necessarily valid proxies for academic quality. Too many education researchers have over-simplified outcomes assessments, choosing to ignore the many variables proven to influence student outcomes and asserting causality between institutional quality and student outcomes where mere correlation exists. Student outcomes are of supreme importance in evaluating the contribution an institution makes to its students and community, but bright line standards do not honor diversity among institutional missions or respect the belief that all students deserve an opportunity to pursue postsecondary education.

It is not surprising that a highly selective institution graduates the majority of the students it enrolls, but without proper data, it is impossible to know if this high success rate should be attributed to the work of the admissions staff or the excellence of the faculty. On the other hand, it is similarly unsurprising that an open-enrollment institution that serves large numbers of working parents will find that many students will not complete their education in the typical "150 percent" of the published program length timeframe due to financial challenges or family obligations far beyond the college's control.

Therefore, the Department must empower accreditors to evaluate institutional outcomes, taking into account the institution's student body and mission, which may include providing opportunities for adults who enroll at multiple times throughout their lifetime to improve or gain skills, but potentially without the goal of completing a degree. The Department seeks recommendations on innovative ideas for enhancing institutional accountability and the assessment of student outcomes, without defaulting to the use of unsophisticated proxies that do not accurately measure or reflect quality and fail to take into account the mission of an institution and the challenges faced by its students.

Proposal 7:

Modify “substantive change” requirements to provide greater flexibility to institutions to innovate and respond to the needs of students and employers, while maintaining strict accreditor oversight in instances of more complicated or higher risk changes in institutional mission, program mix, or level of credential offered.

CHALLENGE:

Under the Department's current regulations, accreditors must define “substantive changes” to include many items that have little to do with academic quality or that duplicate reviews carried out by the Department or the States. These reviews are costly, with many institutions claiming that, due to the added costs of legal support and consulting services, they can run as high as \$1 million for a single institution.⁶ These requirements also delay the implementation of new programs or program modifications, thereby preventing institutions from meeting local or national workforce needs in a timely manner. Instead of requiring accreditor approval for many minor changes, institutions should be granted greater autonomy and accreditors given the freedom to focus on only the most significant changes deserving of proper oversight.

At the same time, there has been little attention paid to the troubling trend of credential inflation in certain fields, which often is the result of agreements between programmatic or specialized accreditors and professional associations or licensing boards. There is a natural inclination for groups of occupational professionals or practitioners to implement standards and requirements that reduce competition in the field and increase prestige, but accreditors should not enable unnecessary credential inflation simply because licensing boards or professional organizations demand it. Instead, programmatic accreditors must find new ways to engage employers to determine if better results can be achieved through short-term credentialing or alternative pathways that are more affordable and accessible and avoid costly credential inflation.

If a curriculum or credential is no longer meeting the needs of an occupation, careful consideration could be given to modifying the program content within the current credential requirement before elevating credential requirements and simply adding additional classes that require longer and more costly periods of study. For this reason, when elevating the credential level associated with occupational licensing, it is in the best interest of students if there is rigorous oversight by programmatic accreditors with the active engagement of employers and workers. The Department seeks the recommendations of employers, institutions, accreditors, and students in identifying best practices that balance the need for institutions to be more responsive to student and employer needs while retaining the necessary controls over high risk institutional or programmatic changes.

⁶ Flounlacker, M. (October 18, 2011). NACIQI - Reauthorization Comments. Retrieved From <https://www2.ed.gov/about/bdscomm/list/naciqi-dir/reauthorization/flounlacker-hea.pdf>

Proposal 8:

Streamline and clarify the Department’s accreditor recognition process.

CHALLENGE:

The Department’s accreditor recognition process has become increasingly complex, with recommended practices too often mutating into program requirements and with regulatory requirements growing into pages and pages of sub-regulatory guidance. Moreover, as recently pointed out in a report issued by the Department’s Office of Inspector General, the recognition process has introduced a number of inconsistencies and double standards leading to differing treatment of different accreditors.⁷ The Department must avoid the use of unwritten or unpublished expectations regarding compliance. The Department’s recognition process must not allow it to expand its role into controlling or influencing the academic curricula and programs of colleges and universities.

Accreditors deserve to understand what the Department requires of them based on published regulations, and the Department must respect legislative restrictions on its role and avoid offloading the requirements of its own oversight program onto accreditors. Accreditors should also have confidence that changes in Department policy will not be retroactively and punitively applied.

The Department will work to clarify its expectations and accept that there may be exceptional circumstances that require an accreditor to take unusual action. The Department seeks advice from all stakeholders on how to reduce the complexity of the recognition process, provide technical assistance to help accreditors comply, and create a review process that builds confidence and encourages innovation.

Proposal 9:

Encourage and enable accreditors to support innovative practices, grant limited accreditation to experimental pedagogies, provide support to accreditors when they take adverse actions, and allow sanctions that do not mandate “all or nothing” access to Title IV.

CHALLENGE:

Current recognition requirements prevent an accreditor from providing sufficient latitude to enable institutions to experiment with new programs or pedagogies without risking the accreditation of an entire program or institution. Although sufficient safeguards must be put in place to monitor the progress and effectiveness of innovative practices and to take action when they are generating poor results, these safeguards cannot be so strict that institutions are fearful of implementing innovations that may result in improved student outcomes. Accreditors may benefit from a wider range of available sanctions in order to improve institutional quality without the use of “all-or-nothing” blunt instruments that have severe and often untenable consequences on students and communities. The Department must also consider the development of accreditation “on ramps” and “off ramps” that allow new programs or innovations to be tested within the Title IV program and that allow students to be made whole in the event that accreditation is removed from a program or institution.

⁷ Gordon, B. (June 27, 2018). U.S. Department of Education’s Recognition and Oversight of Accrediting Agencies. Retrieved from <https://www2.ed.gov/about/offices/list/oig/auditreports/fy2018/a09r0003.pdf>

Accreditors must consistently apply criteria, and they ought to be supported when they do so. When sanctions are justified, they should be applied fairly and without loopholes. When an accreditor takes a fair and justified action, it should do so knowing it will have the backing of the Department, without fear of unreasonable interference or action that dilutes the accreditor's authority. The Department seeks recommendations from stakeholders on how to implement a fair and consistent recognition process that also affords adequate flexibilities to ensure that the best interests of students are always served. Institutions should not be favored simply because they are more selective; however, we are interested in understanding how differentiated accreditation or recognition might reduce cost and enable institutions and accreditors to focus on the opportunities and challenges that different kinds of institutions face.

The Department looks forward, through our upcoming negotiated rulemaking effort, to work with stakeholders to refine and streamline the accreditor recognition process, to improve its effectiveness in monitoring academic rigor and integrity, and to understand the role of accreditation in enhancing the student experience and protecting student and taxpayer investments.

January 30, 2019

Secretary Betsy DeVos
c/o Brittany Bull
U.S. Department of Education
400 Maryland Ave., SW
Room 6E310
Washington, D.C. 20202

Re: **Docket ID ED-2018-OCR-0064-0001**

Dear Secretary DeVos:

On behalf of the higher education associations listed below, I write to provide comments in response to the Department's November 29, 2018, notice of proposed rulemaking ("NPRM" or "proposed rule") amending regulations implementing Title IX of the Education Amendments of 1972 ("Title IX"), Docket ID ED-2018-OCR-0064.

INTRODUCTION

Colleges and universities have a clear, unambiguous responsibility under Title IX to respond to allegations of sexual harassment, including sexual assault.¹ Equally important to their compliance obligations, higher education institutions want to do the right thing. Colleges and universities are committed to upholding civil rights and to creating and maintaining campus environments that are safe, supportive, and responsive for all students so that they can benefit from the widest possible array of educational opportunities.²

¹ Our use of the term "sexual harassment" should be read to encompass both sexual harassment and sexual assault. Throughout the document, we specifically reference "sexual assault" when making points or raising concerns specific to those cases.

² Our comments presume the NPRM is intended to address primarily sexual harassment, and specifically sexual assault, involving students because sexual harassment in the student context has been a significant focus of colleges, universities, and policymakers in recent years. The NPRM's justifications and reasoning focus mainly on sexual harassment in the context of students, as well. For example, the NPRM's "Purpose of this regulatory action" section makes no reference to employees and cites specifically "the rights of ... **students** to access education free from sex discrimination" (emphasis added). As we discuss below, we believe the NPRM's provisions should be limited to matters involving student-respondents. Applying NPRM processes to employee-respondents will prove

In recent years, institutions have continued to make important strides in addressing sexual assault on campus, and they have invested significant resources in their commitment to this goal. Expanded and innovative sexual assault awareness and prevention programming is one important example. Educational courses and training are the most critical component of prevention, ideally starting during the K-12 years and continuing in college, with consent and bystander intervention education being core elements of such initiatives.³ Improved disciplinary processes and enhanced training for campus staff and community members are other examples of ways that institutions are addressing this issue.

Unfortunately, by their very nature, sexual assault cases can be extremely difficult to resolve. They often involve differing accounts about what happened; few, if any, witnesses; little or no physical evidence; conduct and recollections impaired by alcohol use; and, perhaps, a significant time lapse between the event and the filing of a report. For these and other reasons, law enforcement authorities can and often do decline to pursue these cases through the criminal justice system. Title IX, as well as campus disciplinary codes, requires institutions to act. This means that federal regulations that set forth a framework for institutions and all affected parties are critically important.

The overarching goal of our comments is to (1) note where we believe the proposed rule would help institutions better support survivors,⁴ have processes that are fair and equitable to both parties, and understand the responsibilities Title IX imposes on institutions; and (2) identify and describe where changes are needed to help achieve these objectives. Our comments align with what we have said since the Obama administration issued its Dear Colleague Letter in 2011 and are consistent with the goals of the NPRM.

Most importantly, we ask that the final rule reflect this fundamental premise: Colleges and universities are educational institutions, not arms of or alternatives

unworkable and be at odds with employer obligations under Title VII of the Civil Rights Act of 1964, state laws, and sound human resource policies.

³ We urge the Department to dedicate resources to helping support institutions with these preventative and educational efforts as a way to make significant progress on these issues in the long term.

⁴ Our use of the terms “survivor” (rather than “victim” or “accuser”) and “accused” is not intended to suggest any particular characterization of the veracity of claims brought by those who report allegations of sexual misconduct. Where appropriate, we also use the terms “complainant” and “respondent.”

to the criminal justice system. They should not be expected to mimic civil court systems with trial-like forums that enable one person to seek a quasi-judicial judgment against another individual. Attempts to graft formal legal procedures onto internal college and university disciplinary systems conflict with a longstanding body of case law that distinguishes college disciplinary processes from judicial systems.

Federal courts have repeatedly questioned the assumption that colleges should act as judicial bodies. As the court observed in *Gomes v. University of Maine System*, “A university is not a court of law, and it is neither practical nor desirable it be one.”⁵

The presumption underlying the NPRM that every institution can and should provide a court-like forum for one individual to press a case against another one also is problematic and antithetical to the educational environment. Campus disciplinary hearings are a means of institutionally reviewing the conduct of a student in light of institutional expectations, and taking appropriate action within the context of the educational setting. It is not the duty of a victimized student or that student’s attorney to prove that a fellow student violated campus rules, or even to prove any part of the issues in controversy, including credibility. It is the institution’s responsibility. The Department should respect and preserve the ability of colleges and universities to sensibly review and discipline conduct by their students.⁶

There is no easy or quick solution to the very serious problem of sexual harassment, on campuses or elsewhere in our society. Colleges and universities

⁵ 365 F.Supp.2d 6, 16 (D. Me. 2005). See also, *Schaer v. Brandeis Univ.*, 735 N.E.2nd 373 (Mass. 2000)(in private college disciplinary hearing for sexual assault, “[a] university is not required to adhere to the standards of due process guaranteed to criminal defendants or to abide by rules of evidence adopted by courts”); *Fellheimer v. Middlebury College*, 869 F.Supp. 238, 243 (D. Vt. 1994) (rejecting plaintiff’s claim that “the College promised to provide students with procedural protections equivalent to those required under Federal and State constitutions” and noting that “[s]ince the College lacks full judicial authority, such as the power to subpoena or place witnesses under oath, a student’s due process rights cannot be coextensive with or identical to the rights afforded in a civil or criminal legal proceeding.”).

⁶ Certainly, the Department should expect that all campus community members have a clearly identified and accessible means of filing a grievance against an institution when someone perceives that any aspect of the institution’s response to a sexual harassment allegation, including its disciplinary process, negatively impacts one’s Title IX rights. However, these Title IX grievance procedures should not be confused with, or supplant, campus disciplinary processes. By using the term “grievance” to describe a required student versus student court-like hearing, the NPRM perpetuates that confusion.

share the Department's goal of having campus disciplinary processes that are clearly understood, based on objective evaluation of relevant facts, consistently applied, and fair to both parties. We hope these regulations will clarify federal expectations of institutions regarding their Title IX responsibilities. However, meaningful and effective federal policies require that institutions maintain the ability to handle sexual harassment cases carefully, effectively, compassionately, and equitably in the context in which these cases arise, and using reasoned judgment. The fair and equitable resolution of sexual harassment cases is rarely accomplished through a one-size-fits-all, factory-like process. Institutions require and should be granted the flexibility to treat different cases differently, adjusting their approaches as needed to address the distinct circumstances of individual cases, so long as principles of accuracy, equity, and fairness are upheld.

The government should recognize when schools are acting in good faith to comply with Title IX. The Department of Education and higher education institutions must continue to work together on preventing campus sexual harassment, including sexual assault. And institutions seek a clear regulatory framework that sets out their responsibilities under Title IX and allows them to fairly, effectively, and compassionately investigate and resolve allegations of sexual harassment on their campuses. When institutions fail to live up to their obligations under Title IX, and clearly err, they should be held accountable. But when institutions act in good faith, after a careful and deliberative process, they should not be second-guessed by the Department.

In some ways, we believe that these proposed regulations will help institutions more effectively address sexual harassment. In other important respects, they are a step in the wrong direction. There are also several areas in the proposed regulations where the Department's intention is confusing or internally inconsistent and clarification is essential before the regulations are finalized.

The three sections below detail where we believe the proposed rules are helpful, where we have major concerns, and where clarification is necessary.

Federal policy initiatives, especially under Title IX, have an important impact on campuses. But Title IX is not the only source of law, guidance, and philosophy driving the efforts by higher education institutions: A wide array of other federal

and state⁷ laws, judicial precedent, policies and commitments, and institutional values shape the nature and extent of our responses. Federal policy needs to give institutions enough flexibility to ensure that all legal and other obligations—no matter their source—are properly addressed when resolving sexual harassment allegations.

Provisions of the NPRM That Will Help Institutions Address Sexual Harassment

Several provisions in the NPRM would advance college and university efforts to support the survivor, enhance fairness for both parties, and clarify federal expectations of institutions. Some of these provisions would accomplish more than one of these goals.

1. The NPRM would provide survivors more flexibility to determine how they wish to proceed—for example, through formal Title IX grievance procedures, supportive measures, or informal resolution, including mediation. The proposed rule clarifies that supportive measures can be provided even if the survivor decides not to file a formal Title IX complaint. While many, if not most, institutions are already providing support under these circumstances, the clarification is welcome and helpful. The NPRM also makes clear that mediation as well as other forms of alternative resolution, which were prohibited in certain circumstances under prior guidance, may be used, provided both parties make an informed and voluntary decision to pursue these options, and doing so is appropriate for the particular case at hand.
2. The NPRM also clarifies that an institution may immediately remove a respondent from campus if it determines an immediate threat to health or safety exists. It is critical that institutions have the ability to take immediate action when individuals pose a serious risk to members of the campus

⁷ In several places, our comments raise concerns about the proposed rule's interaction with existing state laws addressing sexual harassment and assault, and the potential for confusion or conflicts between these differing legal obligations. Similar concerns may also be present in the case of tribal laws on sexual harassment and assault occurring on tribal lands. When crafting a final rule, we urge the Department to pay careful attention to the unique and important legal issues and obligations affecting tribal colleges and the application of tribal criminal and civil laws.

community. Institutional obligations in this regard go well beyond the requirements of Title IX.

3. The proposed regulations eliminate the arbitrary and inflexible “60-day rule” from prior guidance and replace it with a requirement that institutions complete the grievance process within “a reasonably prompt timeframe.” Institutions should resolve Title IX allegations promptly, but not at the expense of a thorough and equitable process. Evidence that could be determinative should not be excluded from consideration simply because it became available outside an arbitrary timeframe. In addition, eliminating the “60-day” rule will provide institutions additional flexibility to work more cooperatively with law enforcement agencies that may be conducting a parallel criminal investigation.

We strongly support the removal of the “60-day” rule, but caution that the highly detailed and legalistic requirements envisioned by the NPRM, as detailed elsewhere in these comments, may undermine the desire for a prompt resolution. Just as we should not favor speed over a complete and thorough determination, neither should we create a process-heavy system that prevents cases from being resolved in a reasonable amount of time. In short, we are concerned that the procedures set forth in the NPRM may unreasonably delay the resolution of these cases.

4. The NPRM requires an objective evaluation of evidence. This underscores what should always be clear: there can be no “thumb on the scale” in favor of one party or the other. We support language in the NPRM that presumptions about credibility may not be based on one’s status as a complainant, respondent, or witness.
5. The proposed rule also requires institutions to provide both parties with reasonable time to prepare for any interview or disciplinary hearing. Most institutions already do this as a matter of course, but it is important to have the point clarified. Providing a reasonable amount of time to prepare in advance of an interview or hearing is critical to ensuring a fair process for both parties. No respondent facing a disciplinary hearing that could have serious consequences should be subjected to a hasty investigation or

resolution, and complainants also should be afforded sufficient time to prepare themselves for important steps in the process.

6. The NPRM explicitly allows for an appeal of a decision by either party, if appeals are permitted. Such a provision is consistent with Clery Act regulations on the same topic. An opportunity to appeal should be provided to both complainants and respondents and we appreciate the Department's decision to leave institutions the flexibility to determine whether appeals will be offered.
7. The "actual knowledge" language makes clear the circumstances under which Title IX requires institutions to take action. We believe this is helpful. Clarity about when an institution is required to act by Title IX is important. However, institutions will also continue to act upon sexual harassment outside of or beyond the regulation's specific requirements. The regulations should be equally clear that they do not prohibit or inhibit such institutional response.
8. Finally, understanding what the Department will consider to be sexual harassment for purposes of Title IX is helpful. Recognizing that many institutions consider, define, and discipline sexual harassment more broadly, our acceptance of the Department including a definition in the proposed rule is predicated on a final rule that assures institutions have clear and unambiguous authority to address sexual harassment that violates their own codes of conduct even if it falls outside the Title IX regulatory definition.

Provisions of the NPRM That Undermine Institutions' Efforts to Address Sexual Harassment

The proposed rule contains a number of provisions that raise serious concerns because they would undermine our ability to address sexual harassment on campus and to ensure prompt, equitable, and fundamentally fair resolutions of such allegations.

We focus in this section on the issues of greatest concern to our members. We also ask the Department to carefully consider the comments submitted by

individual colleges and universities and higher education associations, which will provide valuable perspectives on these and other issues not addressed in our letter.

A number of our specific concerns, such as the requirement for a live hearing with cross-examination or the mandate giving both parties the absolute right to inspect “all evidence . . . directly related” to the allegations, vividly illustrate our overarching concern that the NPRM imposes highly legalistic, court-like processes that conflict with the fundamental educational missions of our institutions.

We repeat: Colleges and universities are not law enforcement agencies or courts. Unfortunately, the NPRM consistently relies on formal legal procedures and concepts, and imports courtroom terminology and procedures, to impose an approach that all schools—large and small, public and private—must follow, even if these procedures, concepts, and terms are wildly inappropriate and infeasible in an educational setting. The proposed rule assumes that institutions are a reasonable substitute for our criminal and civil legal system. They are not. As the Department considers our specific concerns about the NPRM discussed below, we urge it to correct this overarching and fundamentally flawed premise.

A legalistic, prescriptive “one-size-fits-all” judicial-like process will not work well on a college campus. Moreover, the imposition of such legalistic standards in the Title IX context is certain to have unintended and negative consequences for other campus disciplinary proceedings. Students may ask, quite reasonably, why a race discrimination case is not subject to the same court-like disciplinary procedures as a Title IX sexual harassment case. Or why a sexual assault involving two students that occurred in privately owned, off-campus housing is subject to a different set of procedures than a sexual assault that occurred in an on-campus residence hall.

Imposing a legalistic process will increase significantly the amount of time that will be required to conduct a Title IX investigation and make a determination of responsibility. Based on the process outlined by the NPRM, resolutions of sexual harassment and particularly campus sexual assault could easily take months and carry over from one semester or academic year to the next, leaving uncertainty and wariness for the parties and perhaps for the campus community. Indeed, because most college students are in two- or four-year programs, a significant number of parties or witnesses may graduate or leave before the investigation

and determination are complete, denying the parties the benefit of a fair and timely resolution of the complaint and in some cases leaving behind the ills that Title IX is meant to resolve. In short, while we oppose arbitrary 60-day deadlines, unreasonably protracted processes in response to a sexual assault allegation are in no one's interest.⁸

As an alternative to the highly prescriptive process set forth in the NPRM, we encourage the Department to consider adopting a more flexible framework within which institutions could develop policies and procedures that are adapted to the specific needs of their campus communities. For example, the Department's regulations that address student disciplinary proceedings in cases of sexual assault and certain other offenses under the Clery Act require proceedings that are "prompt, fair and impartial" and establish certain procedural safeguards related to notice, timeframe, and conduct of proceedings. (See 34 CFR 668.46(k).) We believe adopting the Clery Act framework or another similar set of expectations for Title IX complaints would provide appropriate flexibility to institutions while making clear to institutions and students alike that the Department takes seriously its obligations to enforce civil rights protections on campus.

1. The NPRM inappropriately legalizes campus disciplinary proceedings on sexual harassment by requiring a "live hearing" with direct cross-examination by the parties' advisors.

The strongest example of how the NPRM legalizes campus disciplinary hearings on sexual harassment is the requirement for a "live hearing" with direct cross-examination by the parties' advisors. Such an approach—which will subject students to highly contentious, hostile, emotionally draining direct cross-examination—has obvious drawbacks.

Under the NPRM, when a student lacks an advisor, the institution must provide one who is "aligned" with that party. If one student hires an

⁸ Given the timeframes specified in the NPRM of at least 10 days for the parties' response to "directly related" evidence "obtained as part of the investigation," then at least another 10 days for an investigative report to be provided to the parties pre-hearing for their review and response, and the NPRM's detailed requirements for a written determination at the conclusion of a live hearing, the Department is virtually assuring that institutions will take longer to resolve these matters than had been the case previously. Applying the NPRM process requirements, no resolution will be likely until at least 30 additional days after the completion of any investigation.

aggressive litigator for this purpose, schools will be under great pressure to ensure that the other individual's "advisor" is comparable in experience and training. Rather than campus officials advising students in a disciplinary proceeding, a courtroom-like "trial" atmosphere will develop, with both students represented by counsel, potentially provided at the institution's expense, who appear before campus decision makers, who are not likely to be attorneys. As a result, an institution's in-house or outside counsel will also have to become immersed in the matter, and likely be present at the "trial" to provide advice on behalf of the institution to ensure that all required processes are properly followed.

We foresee the rapid emergence and expansion of a cottage industry of advisors who will bring an adversarial, legal orientation to campus disciplinary hearings. Because the NPRM requires the exclusion of any statement by a party or witness who declines to answer questions,⁹ we expect extraordinarily aggressive posturing and questioning by attorneys or other advisors (including emotionally invested parents) in an attempt to intimidate the survivor, the accused, or witnesses. This dynamic increases the risk that cross-examination will re-traumatize those survivors who are willing to pursue a formal complaint and may actually discourage some survivors from reporting these incidents in the first place. It would also likely cause witnesses—regardless of whether their testimony might be interpreted as supporting the complainant or the respondent—to refuse to participate in the hearing.

In addition, the NPRM expects campus officials overseeing disciplinary hearings to assume the role of a skilled trial judge and to make nuanced decisions about what questions are permitted during cross-examination and what evidence will be admitted. It also requires decision makers to provide an on-the-spot explanation for any decision to exclude a question or evidence—something not even judges are required to do in a court of law. To hold college administrators in student conduct proceedings to a standard that is higher than that required of judges in courts of law is nonsensical. College officials who conduct campus disciplinary hearings are

⁹ Obviously, colleges and universities do not have the power to force or "subpoena" witnesses to participate in their hearings. We cannot think of another example of a decision-making process in which information cannot be considered unless the source of it submits to live cross-examination, yet the decision maker has no practical ability to require that person to participate in the process.

unlikely to have, and should not be expected to have, a legal or judicial background that would enable them to make evidentiary determinations such as whether the questions comply with the complex requirements of rape shield laws outlined in the proposed rule. All of this will force some institutions to hire, at significant expense, retired judges and experienced attorneys to preside over the required hearings, and this cost will be particularly burdensome for smaller, less resourced institutions.

There are ways to provide a thorough and fair process for determining the facts of a matter and a means for the parties to test the credibility of the other party and any witnesses that do not involve a “live hearing” with cross-examination. For example, many institutions currently utilize procedures whereby neutral, experienced investigators interview the parties and witnesses, pose questions that are suggested by the parties (providing an effective substitute for direct cross-examination), and make detailed factual findings for consideration by other individuals who serve as decision makers. Other institutions allow parties to submit questions and follow up questions directly to the decision maker, who then poses relevant questions to the witness.¹⁰

We believe that approaches like these provide reasonable ways to accomplish the goals that the Department seeks and would, in many cases, result in better, more accurate credibility determinations. This is particularly true for the teenagers and young adults who will be parties to and witnesses in these highly emotionally charged and stressful cases and who need time to process questions and formulate their responses—time that a live hearing with cross-examination would not provide.

¹⁰ In reviewing campus student proceedings, federal courts have recently underscored that cross-examination is not required to achieve fairness. *See, e.g., Xiaolu Peter Yu v. Vassar Coll.*, 97 F. Supp. 3d 448, 465 (S.D.N.Y. 2015) (concluding that under Title IX “any claim of unfairness due to a requirement that questions be asked through the panel Chair fails as a matter of law. Courts have found that similar policies are procedurally adequate.”). *See also Doe v. Belmont Univ.*, 334 F. Supp. 3d 877, 893 (M.D. Tenn. 2018) (finding that cross-examination was not required at private universities and noting that opportunity for parties to review and respond to an investigative report, written statements, and other evidence provided adequate means for respondent to challenge veracity of complainant’s claims); *Haidak v. Univ. of Mass. at Amherst*, 299 F. Supp. 3d 242 (D. Mass. 2018) (finding that even at a public institution, to which Constitutional due process principles apply, cross-examination is not “essential to due process in the context of school discipline hearings”); *Doe v. W. New England Univ.*, 228 F. Supp. 3d 154, 184 (D. Mass. 2017) (finding that cross-examination was not required and proceedings were not unfair when respondent “was present at the hearing with his counsel and was permitted to direct questions to” members of the decision-making panel).

The Department concedes that the use of written questions is a reasonable and sufficient alternative for testing the credibility of witnesses: the NPRM explicitly permits this approach in the elementary and secondary school context. In addition to college freshman who have yet to turn 18 years old, there are a significant number of high school-aged students who enroll in colleges and universities through dual enrollment programs. At some community colleges, high school students may make up to 20-30 percent of the total enrolled student body. Given that some students enrolled in college may be the same age or younger than many high school students, we see no reason why the Department should not permit colleges and universities to use an approach similar to the one it outlines for the K-12 setting.

Moreover, there are foreseeable circumstances in which a requirement of a live hearing with cross-examination would violate procedural fairness for respondents. Attorneys will often advise respondent clients not to testify or subject themselves to cross-examination for fear that their statements may be admitted in a future criminal or civil proceeding. Since the decision maker would be prohibited from considering any statements of the respondent who, for important reasons, is not willing to have their testimony cross-examined, the respondent is essentially being silenced. If the complainant testifies, is cross-examined, and is credible, the decision maker will likely be all but required to make a finding of responsibility against the respondent. Such an approach seems contrary to the respondent's interest in a fair process. This is one of the reasons why alternative models that do not include live cross-examination, which are already successfully employed by many institutions, are often a better approach and actually can be significantly more procedurally fair to respondents.

To be clear, we strongly support resolution procedures that are clearly understood, transparent, fair, and even-handed to both parties. However, we seek requirements that do not have the clear disadvantages of a "live hearing" with cross-examination in a judicial-like forum.

RECOMMENDATION: The Department should remove the mandate for a “live hearing” and should not require that a resolution process include direct cross-examination by the parties’ advisors. The Department should provide flexibility to institutions to choose a live hearing or to use other non-hearing models that permit each party to test the credibility of the other party and witnesses. Second, as an alternative to mandatory cross-examination, the final rule should permit institutions to use a process whereby parties submit questions, follow up questions, and responses in writing to the decision-maker.

2. The NPRM’s requirement that institutions give both parties the absolute right to inspect “any evidence . . . directly related” to the allegations will cause more harm than good.

The provision giving both parties the absolute right to inspect “any evidence . . . directly related” to the allegations would further legalize the proceedings and, as drafted, exceed what even the judicial system demands. Such a broad standard—calling for the sharing of “any” evidence—can lead to confusion, acrimony, and further litigation.

For example, the requirement to provide “any evidence . . . directly related” would appear to include confidential and sensitive information, such as medical information. As written, the proposed rule does not grant institutions the authority to redact portions of documents necessary to protect confidential information, such as tangential but sensitive medical information that was collected and not used, from disclosure. The Department’s attempt to control the downloading or copying of information (discussed below) suggests that the Department realizes that sensitive information should be protected.

The NPRM requires institutions to give the parties and their advisors the evidence subject to inspection and review “in an electronic format, such as a file sharing platform,” that restricts downloading or copying. It is not practical, reasonable, or desirable for the Department to dictate the precise way that institutions make evidence available to the parties and their advisors. There are likely to be significant costs that the Department has not considered associated with electronic file platforms and, most

importantly, we are unaware of methods that would preclude copying as a practical matter. Indeed, anyone with an iPhone can easily photograph a document or record a document displayed on a file-sharing platform, even if the platform itself restricts copying. Moreover, new technologies may be developed that would help in managing these challenges, which the proposed rule could inadvertently preclude. We understand the Department's desire to help provide this information to both parties and their advisors, but we urge the Department to avoid specifying the means by which this is to be accomplished.

RECOMMENDATION: Both parties should have access to information that is directly related to the allegations at issue, but we believe that appropriate limitations should be imposed. Institutions should have the authority to redact confidential and other sensitive information, such as medical or counseling records. Under existing law, the Department's regulations implementing the Clery Act require an institution in cases of sexual assault allegations to provide both parties with "timely and equal access . . . to any information that will be used during informal and formal disciplinary meetings and hearings." (34 CFR 668.46 (k)(3)(i) (B)(3)). We think this provides an appropriate framework to ensure that both parties have an opportunity to inspect, review, and respond to the relevant evidence, and we recommend that the Department adopt the same standard under Title IX. We also ask the Department to provide institutions with flexibility to determine the precise information sharing method they will use.

3. The NPRM's use of the phrase "due process" is inappropriate and likely to cause confusion.

The campus disciplinary process for sexual harassment is further legalized by the use of the words "due process" in more than 30 places in the NPRM. "Due process" is most commonly associated with protections provided by law enforcement and the judicial system for criminal defendants where an accused individual's life or liberty is at risk. Indeed, Black's Law Dictionary defines "due process" in the context of criminal law: "Embodied in the due process concept are *the basic rights of a defendant in criminal proceedings and the requisites for a fair trial*"¹¹ (emphasis added). While public

¹¹ "Due Process of Law," Black's Law Dictionary, Sixth Ed. (p. 500).

institutions are required to provide certain due process protections under the Fourteenth amendment to the U.S. Constitution, the type and amount of process required of colleges in these situations is far less than the process due in a criminal trial.¹² Campus disciplinary hearings are neither “criminal proceedings,” nor “trials.”

Words matter. We believe that the repeated use of the phrase “due process” encourages a faulty perception that Title IX requires that federal criminal trial-like constitutional due process protections must be provided on all campuses, public and private, for all Title IX sexual harassment proceedings, and is likely to lead to substantially more civil litigation.

RECOMMENDATION: We strongly support a process that is fair to both respondents and complainants, that is carefully designed to be even-handed and that does not disadvantage either party. However, we ask the Department to replace the phrase “due process” with a phrase like “fair process” that better captures the evenhandedness and equitable treatment that the Department and institutions both seek.

If the Department insists upon using the phrase “due process,” we ask that the final rule clarify that this use is not signaling an expectation that all recipients, both public and private, will be required to observe judicial protections given to criminal defendants, or that private institutions will be subject to the constitutional due process requirements that apply to student discipline cases at public colleges and universities. The Department should also explicitly state that the “due process” protections it interprets Title IX as requiring are limited to those specified in the regulations.

4. The NPRM appears to force an institution to “dismiss” a complaint that falls outside of Title IX, even if that conduct would violate campus codes of conduct. The NPRM also appears to prevent an institution from taking disciplinary action without a formal Title IX complaint, even if the alleged conduct would violate Title IX and campus codes of conduct.

¹² *E.g., Marshall v. Indiana Univ.*, 170 F. Supp. 3d 1201, 1209 (S.D. Ind. 2016) (“[A] disciplinary hearing in an educational setting is neither a criminal or quasi-criminal hearing. . . . As such, the rights afforded to criminal defendants in a criminal trial do not apply.”).

In order to maintain a safe and welcoming campus environment, colleges and universities must have clear and unambiguous authority to investigate and resolve sexual harassment, sexual assault, and other sexual misconduct allegations even if the conduct as alleged does not fall within the NPRM's definition of sexual harassment, or even if the complainant is unwilling to file a formal complaint. While institutions have this authority at present, it is unclear from the NPRM whether they will have this authority in the future.

Under the proposed rule, where the conduct alleged by the complainant would not meet the Title IX definition of sexual harassment, even if proved, or did not occur within the institution's program or activity, the institution "*must dismiss* the formal complaint with regard to that conduct" (emphasis added) (p. 61498). This language implies that an institution is prohibited from moving forward under its own campus disciplinary procedures to address a violation of its own code of conduct for sexual misconduct if that conduct falls outside the boundaries of the proposed rule's definition. We believe this is a serious mistake.

The NPRM's preamble actually provides an alternative view, stating that an institution "remains free to respond to conduct that does not meet the Title IX definition of sexual harassment or that did not occur within the recipient's program or activity . . . but such decisions are left to the recipient's discretion . . ." (p. 61475). The preamble also notes, "nothing in the proposed regulations would prevent a recipient from initiating a student conduct proceeding" for situations involving a report of "sexual harassment that occurs outside the recipient's education program or activity (or as to conduct that harms a person located outside the United States, such as a student participating in a study abroad program)" (p. 61468).

There are situations where allegations of sexual misconduct occur that violate campus values and codes of conduct but fall outside the boundaries of Title IX as defined in the NPRM. For example, consider a situation where an institution receives a report of a sexual assault involving two students that occurs in an off-campus house owned by a fraternity that is not recognized or sponsored by the institution. While the location of the

assault may place it outside of an institution's "program or activity," the alleged conduct may well be a serious violation of the institution's student code of conduct that the school is compelled to address in order to maintain a safe campus environment.

Likewise, the NPRM could be read to mean that a sexual assault that occurs on a school-sponsored study abroad program would not be covered by Title IX because it occurred to "a person outside the United States." This may be conduct an institution wants to prohibit through its conduct code in order to ensure the safety of its students while participating in a school-sponsored activity. We believe that when sexual misconduct violates campus community standards or codes of conduct, institutions must continue to have the right to pursue these matters in the manner institutions deem appropriate, including by instituting disciplinary procedures, regardless of whether the incident falls within the scope of Title IX.

Furthermore, under the proposed rule, a formal written, signed complaint is needed in order for the institution to initiate the NPRM's grievance procedures. Because a survivor may be unwilling to file a complaint, there may be circumstances where the institution is aware of conduct that, if it occurred as alleged, would fall within the scope of Title IX, but where the institution would be unable to initiate a Title IX grievance procedure. Obviously, in the case of a single report, the NPRM's multiple-reports requirement would not be met. While the institution may not be able to proceed with a Title IX grievance procedure in this circumstance, it should be permitted to investigate and discipline under the institution's code of conduct. The institution should also be permitted to take appropriate actions in response—for example, by increasing monitoring, supervision, or security, or providing training, education, or counseling.

RECOMMENDATION: We strongly recommend the Department drop the "must dismiss" language from the text of the rule and include language in the final rule that explicitly affirms the right of schools to address misconduct that falls outside the scope of Title IX. We believe the view expressed in the preamble is correct and is of such overwhelming

significance that it should be incorporated explicitly in the text of the final rule.

We also recommend that the Department make explicit in the final rule that an institution is permitted under Title IX to take actions to protect the campus community in response to reports of sexual harassment, even if no formal complaint is made that triggers the NPRM's formal grievance procedures.

5. The proposed rule will effectively result in a single federally mandated evidentiary standard of proof across all campus disciplinary hearings.

We are deeply concerned that, for many institutions, the NPRM will have the effect of establishing the evidentiary standard of proof used in all campus disciplinary hearings. The NPRM purports to offer institutions a choice: they may use either "preponderance of evidence" or "clear and convincing evidence" as the standard of proof in Title IX formal grievance proceedings. However, under the proposed rule, an institution that selects the preponderance of evidence standard must adopt it in all other campus proceedings that carry the same disciplinary penalty. Moreover, it must use the same standard for Title IX complaints involving students as it uses for Title IX complaints involving employees.

Practically, this means that collective bargaining agreements, institutional governance decisions, as well as state-law-regulated and non-Title IX disciplinary policies and procedures will need to conform to this Title IX regulatory mandate if the institution elects to use the preponderance of evidence standard for student-on-student sexual harassment cases, but currently uses clear and convincing for even a small number of other matters. Given the impracticality of such a global change across myriad campus matters, constituencies, and processes, the NPRM will force many schools to use the clear and convincing evidence standard for Title IX cases, making this a *de facto* federally prescribed standard.¹³ This heavy-handed federal regulatory solution is inconsistent with the administration's promise

¹³ This NPRM as a practical matter will preclude some campuses from using the preponderance of evidence standard for Title IX cases (even if they are already using that standard for all student conduct matters) and will force many schools to use the clear and convincing evidence standard for Title IX cases.

to reduce the amount of one-size-fits-all federal regulation imposed from Washington, DC.

Moreover, we believe this rule exceeds the Department's statutory authority because, as a practical effect, it would dictate the standard of proof used in non-Title IX disciplinary proceedings, such as academic dishonesty proceedings, where the Title IX statute provides no such authority.

RECOMMENDATION: The Department should not micromanage campus disciplinary proceedings, nor should it mandate a one-size-fits-all federal standard. Institutions should have the flexibility to choose between the preponderance of evidence and clear and convincing standards in Title IX grievance proceedings regardless of the standard used in other cases. The requirement to synchronize the standard with other types of institutional disciplinary proceedings should be dropped.

6. The procedures outlined in the NPRM should be focused on sexual harassment allegations involving student-respondents. They should not apply to sexual harassment allegations involving employee-respondents.

Directed question three indicates that the Department is considering whether the final regulations should apply to allegations of sexual harassment involving employees. The Department asks for comments about whether any parts of the rule would prove "unworkable" in the context of sexual harassment by employees and whether there are any "unique circumstances" that apply to processes involving employees that the Department should consider.

While institutions clearly have responsibilities under Title IX to address sexual harassment involving employees, applying the NPRM's grievance procedures in the employee-respondent context is both unwise and unworkable. It would require an unnecessary, costly, complex, time-consuming, and wholesale redesign of campus human resources functions.¹⁴ For non-unionized, at-will employees, these requirements

¹⁴ The Department should proceed cautiously when considering regulatory changes that would affect the personnel of colleges and universities. Congress was concerned about the potential for overreach when it created

would require a massive re-evaluation of how such cases have been handled, successfully, for decades, and would impose undue regulatory burdens on higher education institutions that are not imposed on any other employers. For unionized employees, disciplinary processes are often written into existing collective bargaining agreements, which may explicitly stipulate that they cannot be re-bargained for a specific period of time. At many institutions, there are multiple bargaining units, each with their own agreements. Any changes to collective bargaining agreements will also be subject to National Labor Relations Act and state labor law requirements, making the process for changing those agreements slow and arduous.

In addition, for both unionized and non-unionized faculty, disciplinary proceedings are conducted in a manner that aligns with faculty handbooks that have been developed (and often negotiated) through shared governance and in accordance with principles of academic freedom and tenure. In these cases, campus administrators have limited ability to implement unilateral changes, and attempts to do so can be expected to undermine other important institutional undertakings where administrator-faculty cooperation and respect are crucial, and may lead to legal action. Certainly, these processes cannot be changed solely at the will of an institution's administration or in a limited period of time.

There are many other laws in addition to Title IX that address sexual harassment involving employees—most notably Title VII of the Civil Rights Act of 1964 but also numerous state and local laws. The overlapping but different requirements imposed by the proposed rule, Title VII¹⁵, and state and local anti-discrimination laws would cause confusion and create

the Department in 1979 and included in the General Education Provisions Act a clear prohibition that the Department may not exercise any “direction, supervision, or control over the . . . administration, or personnel of any educational institution . . .”

¹⁵ In order to meet the second prong of the NPRM's definition of sexual harassment, conduct would need to be “severe, pervasive **and** objectively offensive” while under Title VII, conduct that is “severe **or** pervasive” is actionable (emphasis added). The proposed Title IX regulation's definition of “harassment” does not recognize the distinction between a hostile environment and harassing conduct that may create or lead to a hostile environment. Specifically, Title VII requires employers to address sexual harassment, defined as unwelcome conduct that is based on sex, **before** that conduct creates a hostile environment for an employer's employees. If an employer fails to cure harassment before the harassment creates a hostile environment, the employer has violated Title VII and is liable to the employee for the unlawful hostile environment. Yet the proposed regulations currently provide that institutions “must dismiss” allegations that do not meet the new Title IX definition of harassment. The Department should make clear that the NPRM's grievance procedures do not apply in the employment context.

conflicting and unworkable obligations for institutions that are committed to complying with all applicable laws. This could easily create a legal free-for-all as courts step in to sort out the ambiguities that will ensue. The Department has not identified any problem with allowing existing laws and regulations, particularly Title VII, to guide institutional attention to faculty and staff conduct. Further, in recognition of the difference in an educational institution's relationship with its employees and its students, the NPRM makes clear that nothing precludes higher education employers from placing non-student employees on administrative leave during an investigation.

We note that much of the public discussion about ensuring fair processes for respondents, and indeed the Department's own preamble, focuses on concerns about student-respondents and whether they are at a unique disadvantage in campus disciplinary proceedings. The Department has failed to identify the problem it is seeking to remedy by extending the NPRM's grievance procedures to faculty and staff.

RECOMMENDATION: As we stated above, institutions clearly have responsibilities under Title IX to address sexual harassment involving employees. However, we urge the Department to clarify that the NPRM's grievance procedures would apply solely to cases involving alleged sexual harassment by student-respondents and would not apply to alleged sexual harassment by employee-respondents.

7. The NPRM requires that the formal "notice of allegations" explicitly state that the respondent is "presumed not responsible."

As in other cases of campus discipline (for example allegations of underage drinking by students or plagiarism) respondents are presumed not responsible unless and until a thorough and fair disciplinary process determines them responsible for violations of the institution's policy. While some campuses already provide statements similar to that included in the NPRM in the specific charge notices they give to an accused student, other colleges would be uncomfortable with including a federally mandated statement in the institution's notice indicating a "presumption" in favor of one party. We believe that if the Department seeks to impose the inclusion

of a federally mandated statement along these lines, a more neutral articulation is appropriate.

RECOMMENDATION: We recommend that the Department remove this requirement. If the Department believes a federal mandate is necessary, we ask that each institution be allowed to choose the wording that communicates that outcomes are not prejudged and parties will be treated equally and fairly. For example, “this notice of allegations does not imply any judgment about responsibility or lack of responsibility on behalf of either party” would, we believe, be less likely to sow uncertainty for survivors or to cause confusion than the statement that the Department has proposed.

8. The proposed rule would significantly increase regulatory burden, redirecting time and resources away from efforts to support students.

The thicket of requirements in the NPRM will significantly increase the number and complexity of regulations and the associated costs imposed on colleges and universities. We have identified more than 50 separately identifiable administrative requirements contained in the NPRM, which we have attached as Appendix 1. Even by the standards of the Department of Education’s often-detailed approach to regulation, this represents an extensive and labor-intensive set of prerequisites. As the Department itself notes in the preamble, the previous Title IX guidance was criticized in part because it “removed reasonable options for how schools should structure their grievance processes to accommodate each school’s unique pedagogical mission, resources, and educational community.” We agree with this view. Unfortunately, we believe that the highly prescriptive nature of the NPRM may inadvertently raise even greater concerns than the previous guidance.

Federal regulatory mandates will increase the costs of addressing sexual harassment on campus. For example, banning the “single investigator” model would force some institutions to hire additional personnel. As noted earlier, providing advisors aligned with each party to a formal proceeding—many of whom will be attorneys in private practice—will be costly. Allowing attorneys to cross-examine participants is likely to force institutions to hire

other attorneys or professional mediators to chair the proceeding to ensure that it is handled appropriately. The possibility that the NPRM's formal Title IX grievance procedures will affect the processes and procedures used in other campus disciplinary cases is guaranteed to increase institutions' administrative costs, forcing institutions to divert resources from financial aid and academic programs.

No matter how hard colleges try to follow the rules, institutions can expect legal action from complainants and respondents alike to address uncertainties that surround evidentiary rulings, cross-examination-related decisions, the adequacy of advisors, jurisdictional issues, and the definition of "a program or activity." This too will increase college and university operating costs.

To the extent that the NPRM does this, the impact will be greatest at small, thinly staffed, less-resourced institutions like community colleges, small private liberal arts colleges, and faith-based institutions. There are 581 colleges with fewer than 500 students in the United States and, of that number, 382 institutions have fewer than 250 students. Most colleges and universities do not have a general counsel on staff.¹⁶ These schools will have little choice but to hire additional staff, attorneys, or consultants to meet federal mandates. And, sadly, externally imposed increases in the cost of doing business are almost always passed on to the final consumers. In the case of higher education, of course, that means students and their families.

We respectfully disagree with the cost estimates that accompany the NPRM. The Department estimates that the NPRM will result in a net cost savings over 10 years because the number of Title IX investigations will decrease. We are deeply concerned that this drop could reflect the unwillingness of survivors to file a formal complaint and proceed under the NPRM's formal Title IX grievance procedures. Even assuming the number of investigations does fall, the complex and costly procedures mandated by the proposed rule means that the costs of those cases that are investigated and proceed through the formal resolution process will substantially

¹⁶ Based on our estimates, of approximately 4,500 degree-granting colleges and universities, only 1,000 have a dedicated general counsel on campus.

increase. Indeed, we expect Title IX compliance costs to skyrocket. The primary factors driving the increase will be the costs of administering live hearings with cross-examination by advisors, as discussed above, and the increase in litigation against institutions by survivors or the accused (or both) challenging the institution's provision of services and management of the processes pursuant to these regulations.

None of this is to suggest that institutions should not devote the resources necessary to combat the scourge of sexual harassment and sexual assault. But neither should we expect that the imposition of complex and extensive regulatory requirements will not affect the cost of running colleges and universities and the price that students pay to enroll.

RECOMMENDATION: We ask that the Department actively seek ways to give institutions flexibility to achieve the federal policy goals without detailing the precise means to do so. This will enable institutions to seek effective, responsible, and cost-efficient ways to proceed that will address sexual harassment and ensure fair processes for both complainants and respondents.

NPRM Provisions that Require Clarification

1. The proposed rule requires that when an institution receives multiple reports of sexual harassment by the same individual, but none of the reporting individuals are willing to file a formal complaint, the institution's Title IX Coordinator must nonetheless file a formal complaint to initiate the Title IX grievance process, even if none of the reporting individuals are willing to serve as witnesses.

We support the goal of this provision, which is to ensure that institutions take action when there is evidence of a serial offender on campus. However, a blanket requirement that the Title IX Coordinator initiate a formal complaint in the absence of individuals willing to participate in the

NPRM's formal grievance process (including cross-examination) will cause far more harm than good.

The ability of the institution to hold an individual responsible in this scenario is undermined dramatically because the most directly impacted witnesses will be unavailable for cross-examination. The proposed regulation makes clear that if a witness is unwilling to submit to cross-examination, their statement cannot be used in determining responsibility. Further, the NPRM's detailed formal complaint requirements will nearly certainly require the institution to identify the survivors, even if they wished to remain anonymous, when the institution initiates the NPRM's formal Title IX grievance process. Institutions will want to advise students of the potential risk that the institution may not be able to respect a wish for confidentiality, which in turn may have a chilling effect on reports of sexual harassment.

In the absence of such witnesses, an institution risks, almost by default, a determination of "not responsible" for a respondent who has been the subject of multiple reports of misconduct, which may embolden the individual. And at many institutions, a final determination of "not responsible" may negatively impact the institution's ability to use information about prior misconduct in a subsequent misconduct hearing. We recommend that the institution retain the flexibility to determine whether to pursue a campus disciplinary proceeding against an individual who has been the subject of multiple reports of sexual harassment. Again, we reiterate our strong conviction that institutions must have the authority to pursue sexual harassment cases under their own codes of conduct in cases where the NPRM's Title IX grievance process is not triggered.

2. We encourage the Department to recognize and clarify the extent to which the proposed regulations are intended to supersede and preempt state law, particularly in states that have enacted (or that may enact) campus sexual assault laws.¹⁷ For example, the language in the draft rule that appears to direct institutions to "dismiss" sexual harassment allegations

¹⁷ As of last fall, 20 states had state laws addressing campus sexual assault: Arkansas, California, Connecticut, Delaware, Georgia, Hawaii, Illinois, Indiana, Louisiana, Minnesota, New Jersey, New York, North Carolina, North Dakota, Rhode Island, South Carolina, Texas, Virginia, Washington, and Wisconsin.

that fall outside the definition of Title IX is almost surely to be in conflict with state laws requiring institutions to address sexual assault more broadly than is required by the NPRM.

We believe that the Department should tread very lightly and precisely if it is intending to preempt states' laws in this area, particularly where there is a risk of the regulations being read to preempt laws that have been developed by a state in response to the specific needs and campus settings of its colleges and universities and their students. Furthermore, such a result would be inconsistent with the administration's commitment to reduce burdensome federal regulations and to avoid unnecessary interference in matters of state law. Moreover, to the extent that federal regulations conflict or are inconsistent with state law, institutions will require significant time and effort to navigate those legal complexities—both at the outset, as the federal regulations become effective, and in the moment during the course of an investigation. We encourage the Department to clarify the extent to which the Title IX regulations preempt state law in this area in order to minimize such administrative burden and the likelihood of confusion to institutions, students, and states.

3. The proposed regulations state that when investigating a formal complaint, institutions must “[n]ot restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.” While we understand the Department’s desire to allow the parties to gather and present relevant evidence, many institutions implement “no contact” orders, which restrict the ability of the parties to discuss the matter with each other, as a supportive measure. We ask the Department to clarify that “no contact” orders are permissible in so far as they are necessary to comply with supportive measures and/or to prohibit the parties from engaging in any retaliatory conduct. Retaliatory conduct against a complainant or a respondent can, itself, violate Title IX. Institutions must maintain the right and the authority to prohibit such retaliation, and respond swiftly and appropriately if it occurs.
4. The Department should provide more clarity about the meaning of the phrase “in a program or activity” and whether, by using this phrase, the Department intends to create any distinction between the scope of the

proposed rule and the Title IX statutory language.¹⁸ Without further clarification, this provision will quickly be the subject of innumerable complaints to OCR and legal challenges. Any number of hypothetical cases illustrate the likely confusion: privately owned student housing across the street from campus; “satellite” fraternities located off campus; fraternities not officially recognized by the institution; or two students participating in an off-campus program run by a private vendor or another university. (For example, in the case of students who are participating in a program run by another university, which school conducts the Title IX investigation?) The rapid-response task force that we recommend in number six below might provide one way to address the sort of highly specific and technical questions that will arise.

5. It will take a significant amount of time and resources for colleges and universities to implement the new policies and procedures envisioned by the NPRM. The Higher Education Act’s Master Calendar gives institutions at least eight months to prepare for the adoption of new federal requirements and ensures that new regulations take effect at the start of a new school year. While the Master Calendar does not apply to this NPRM, we ask that the Department provide campuses a comparable amount of time to design and implement the many new policies and procedures envisioned under the NPRM and to conduct the extensive retraining that will be required. We also ask that the NPRM effective date coincide with the start of the academic year in the fall (e.g., a final rule issued sometime in 2019 might be effective July 1, 2020, in advance of the academic year in fall 2020).
6. In addition, we strongly encourage the Department to ensure that questions regarding the implementation of the final rule can be answered quickly and authoritatively by Department officials. This is important because complex regulations are never self-executing. Questions will always arise and clarification will be required. We recommend that the Department create a rapid-response Title IX regulations task force to facilitate campus implementation of the new requirements by providing a

¹⁸ The Title IX statute states that no person shall, on the basis of sex, be excluded “*from participation in, be denied the benefits of, or be subjected to discrimination under* any education program or activity receiving Federal financial assistance.” 20 U.S.C. § 1681(a) (emphasis added).

centralized point of contact for questions and clarifications, and publicizing the questions it receives and the answers it provides.

CONCLUSION

We appreciate the opportunity to participate in a formal notice and comment regulatory process that ensures the Department considers comments from a variety of stakeholders about the impact and unintended consequences of the provisions in the NPRM. Colleges and universities remain committed to addressing sexual harassment and sexual assault on their campuses and to complying with all federal and state laws, including Title IX. We strongly urge the Department to modify the NPRM to address the serious concerns we have raised so that colleges and universities can support survivors, ensure fair processes for both parties, and have greater clarity about their obligations under the law.

Sincerely,



Ted Mitchell
President

On behalf of:

ACPA-College Student Educators International
American Association of Colleges for Teacher Education
American Association of Collegiate Registrars and Admissions Officers
American Association of Community Colleges
American Association of Hispanics in Higher Education
American Association of State Colleges and Universities
American College Health Association
American Council on Education
American Dental Education Association

American Indian Higher Education Consortium
APPA, Leadership in Educational Facilities
Asociación de Colegios y Universidades Privadas de Puerto Rico
Associated Colleges of the South
Association for Biblical Higher Education
Association of American Colleges and Universities
Association of American Medical Colleges
Association of American Universities
Association of Catholic Colleges and Universities
Association of Chiropractic Colleges
Association of Colleges and Universities of The Church of Jesus Christ of Latter-day Saints
Association of Community College Trustees
Association of Governing Boards of Universities and Colleges
Association of Independent California Colleges and Universities
Association of Independent Colleges and Universities in New Jersey
Association of Independent Colleges and Universities of Pennsylvania
Association of Independent Colleges and Universities of Rhode Island
Association of Independent Kentucky Colleges & Universities
Association of Jesuit Colleges and Universities
Association of Presbyterian Colleges and Universities
Association of Public and Land-grant Universities
Association of Research Libraries
Association of Vermont Independent Colleges
College and University Professional Association for Human Resources
Commission on Independent Colleges and Universities
Conference for Mercy Higher Education
Consortium of Universities of the Washington Metropolitan Area
Council for Advancement and Support of Education
Council for Christian Colleges & Universities
Council for Higher Education Accreditation
Council of Graduate Schools
Council of Independent Colleges
EDUCAUSE
Georgia Independent College Association

APPENDIX 1

Requirements that would exist if the proposed rule is finalized without further changes¹⁹

Before it learns of any sexual harassment, the institution must:

1. Prominently display its Title IX non-discrimination policy on its website (if any) and in each handbook or catalog that it makes available all student, employees, applicants for admission, unions, and professional organizations.

Once the institution has actual knowledge of an allegation of sexual harassment/assault, it must:

2. Offer and provide the survivor with supportive measures. The Title IX Coordinator must coordinate the implementation of supportive measures.
3. **Follow the procedures outlined in section 106.45 for a formal complaint process (investigation, gathering evidence, live hearing with cross-examination, etc.).**
4. **If there are multiple complaints about the same individual, the Title IX coordinator must file a formal complaint.**
5. **While offering/providing supportive measures, inform the claimant in writing about the right to file a formal complaint now or later.**
6. **Before removing a student from campus for safety reasons, undertake a risk analysis and provide the respondent the opportunity to challenge it.**

The institution's formal grievance procedures must:

7. Require an objective evaluation of all relevant evidence, including inculpatory and exculpatory evidence.
8. **Require that anyone designated as the Title IX Coordinator, investigator, or decision maker not have a conflict of interest or a bias.**
9. Train personnel on the definition of sexual harassment and how to conduct an investigation and grievance process including hearings that protect safety, ensure due process, and promote accountability.
10. **Include a presumption that respondent is not responsible in the notice to the accused.**
11. Include reasonably prompt timeframes for the conclusion of the grievance process.
12. Describe the range of sanctions and remedies that the institution may implement.
13. Describe the standard of evidence to be used.
14. **Set one evidentiary standard to be used in Title IX cases, either "preponderance of evidence" or "clear and convincing." However, if an institution chooses "preponderance of evidence," it must apply that standard to "conduct code violations that do not involve sexual harassment but carry the same maximum disciplinary sanction."**
15. Include procedures and bases for claimant and respondent to appeal, if appeal is an option.

¹⁹ Note: Some of these regulations were included in the 2001, 2011, and 2014 Title IX guidance. Many institutions already comply with these regulations, although they did not previously have the force of law. Bolded proposed regulations would be new under the Title IX NPRM.

16. Describe the range of supportive measures available to claimant and respondent.

Upon receipt of formal complaint, the institution must provide written “notice of allegations” to the parties that includes:

17. Notice of the recipient’s grievance procedures.
18. Notice of the allegations, including the “who, what, where, and when.”
19. Details sufficient and with sufficient time to prepare a response before any initial interview.
20. The specific section of code of conduct violated.
21. The conduct allegedly constituting sexual harassment.
- 22. A statement that the respondent is deemed not responsible and that a determination will be made at conclusion of process.**
- 23. Notice informing the parties that they may inspect and review evidence.**
- 24. Notice of any code of conduct provisions that prohibit claimant or respondent from providing false statements or information during a grievance process.**
25. Notice requirement is ongoing—must be updated if new allegations arise.

Upon receipt of a formal complaint, the institution’s formal grievance procedures must be consistent with the following requirements:

26. Ensure, when investigating the allegations, the burden of gathering evidence rests on the institution and not the parties.
- 27. Prohibit the use of a “single investigator” model.**
28. Provide equal opportunity for parties to present witnesses and evidence.
- 29. Prohibit any restriction on the ability of parties to discuss or gather evidence.**
30. Provide an opportunity for parties to have others present, including being accompanied by advisors of their choice in any meeting or proceeding.
31. Provide party written notice of date, time, location, participants of all hearings, investigative interviews, with sufficient time for party to prepare.
- 32. Provide a live hearing.**
- 33. Permit parties to cross-examine one another and witnesses through an advisor.**
- 34. Provide an advisor for a student who does not have one for cross-examination.**
- 35. Provide separate rooms with technology if requested.**
- 36. Exclude statements from a party or witness who refused to sit for cross-examination.**
- 37. Provide equal opportunity for parties to inspect and review “any evidence” obtained as part of the investigation that is “directly related” including evidence upon which that the institution does not intend to rely.**
- 38. Send each party all the evidence in electronic format and give them 10 days to respond before finalizing the investigative report.**
- 39. Create an investigative report that fairly summarizes all the evidence and provide a copy to parties at least 10 days prior to a hearing.**

At the conclusion of the hearing, the decision maker must issue an extensive written report regarding responsibility, which must include:

40. Section of code of conduct violated.

41. Description of all procedural steps taken from the receipt of the complaint through the determination including any notifications to the parties, interviews, site visits, methods to gather evidence, and hearings held.
42. Findings of fact supporting the determination.
43. Conclusions regarding the application of the policy to the facts.
44. A statement of and rational for the results to each allegation, including a determination of responsibility, any sanction on respondent, and remedies provided to the claimant.
45. The procedures and bases for complainant to appeal, if offered.
- 46. Provide this written statement simultaneously to both parties.**

If appeals are allowed, the institution must:

47. Notify the other party in writing when an appeal is filed.
- 48. Ensure a new decision maker who was not the investigator or decision maker in the previous hearing.**
- 49. Ensure the appeal decision maker complies with the no conflict or bias rule.**
50. Give both parties an equal opportunity to submit a written statement in support or in challenging the outcome.
51. Issue a written decision describing the result of the appeal and the rationale.
- 52. Provide the written decision simultaneously to both parties.**

If informal resolution process is used, the institution must:

- 53. Provide written notice to both parties that discloses allegations, provides requirements of the informal process, whether the process is binding, and any consequences from participating, including that records could be maintained or shared.**
54. Obtain the parties' voluntary written consent to the informal process.

Institution must maintain records for three years and make available to claimant and respondent:

- 55. Investigation of sexual harassment and any determination, any sanctions, any remedies.**
- 56. Any appeal and the result.**
- 57. Informal resolution.**
- 58. All materials used to train coordinators investigators and decision makers.**



NATIONAL INDIAN EDUCATION ASSOCIATION

Poster Session Information for AIHEC Board Meeting

In honor of our 50th Anniversary at the National Indian Education Association, we deeply understand the impact and influence Tribal Colleges and Universities (TCU's) have had on our Native students. We give a resounding thank you to TCU's for the work they have accomplished to advance equitable educational opportunities for our Native students. It is because of TCU's and their teacher preparation programs, that our Native students have access to classrooms, schools, and educators that validate and celebrate who they are as Native individuals; their culture, their traditions, their languages, and their all-around Native identity. That is why as we enter our 50th Convention in our birth place of Minnesota, we wish to celebrate the hard work TCU's have done for our Native students by adding a TCU strand to our program.

We are putting together an incredible poster session walkthrough. Through our poster sessions, we want to highlight all of the incredible work our students at TCU'S are engaging in by providing them an atmosphere in which to make their voices heard, and to showcase their considerable contributions to Native research. In these poster sessions, it is not only an opportunity to showcase their research, to gain experience presenting to others, to build their resume, and to network with scholars and educators; but it is also an opportunity in which attendees can become more informed and educated about the research our students are doing, the issues that affect our local communities, and the impact the research has on our Native students all across Indian Country. Therefore, we want to invite students in all programs, doing amazing work in our TCU's, to take part in this invaluable opportunity, and to submit their research as a poster session at our 50TH Anniversary Convention in Minneapolis, Minnesota.

Visit our [website](#) to learn more about how to submit their poster for NIEA's 50th Convention, as well as tips and advice on how to create and present a poster at a convention.

The NIEA poster session will highlight successful and innovative research, programming and practices within Native education spanning Early Childhood through Post-Secondary.

Poster submissions can be submitted as a Word or PDF document to Kurrinn Abrams, Education Specialist, at kabrams@niea.org with:

- Presenter name(s)
- Organization, school, or affiliated institution
- Contact information for presenter, including phone number (reachable during summer months), email and mailing address. If there is more than one presenter, choose one person to be the contact.
- Short description of the proposed topic (50 words or less)
- Description of how your poster will address our criteria as listed above (150 words or less)

2019 Spring BoD Meeting

AIHEC GENERAL INFORMTION

Upcoming AIHEC Board & Other Meetings 2019-2020

DATE	MEETING	LOCATION
March 14-16, 2019	AIHEC 2019 Spring Board Meeting	Red Lion Hotel Billings, MT
March 17-19, 2019	AIHEC 2019 Student Conference <i>(Registration & Coaches Meeting: March 16)</i>	Red Lion Hotel and Billings Convention Center Billings, MT
March 21-24, 2019	AIHEC Annual Basketball Tournament <i>(Registration & Coaches Meeting: March 20)</i>	Little Big Horn College Crow Agency, MT
June 24-26, 2019	AIHEC 2019 Summer Board Meeting	Drury Hotel Santa Fe, NM
July 29- August 2, 2019	WINHEC Annual Meeting	National Dong Wah University Hulian, Taiwan
July 29- August 2, 2019	Annual TCU Meeting at SKC	Salish Kootenai College Pablo, MT
Oct. 7-9, 2019	AIHEC 2019 Fall Board Meeting	Minneapolis, MN
Oct. 9-12, 2019	<i>50th Annual NIEA Convention</i> <i>(w/TCU Track!)</i>	Minneapolis, MN
Oct 20-25, 2019	<i>NCAI 2019 Annual Convention & Marketplace</i>	Albuquerque Convention Center Albuquerque, NM
Oct. 26-28, 2019	<i>FALCON Annual Conference (Land-grant Programs)</i>	Denver Airport Marriot at Gateway Park Denver, CO
Feb. 3-6, 2020	AIHEC 2020 Annual Legislative Summit	Holiday Inn Capitol Washington, D.C.
Spring 2020	AIHEC 2020 Spring Board Meeting	Southwest/OK
Spring 2020	AIHEC 2020 Student Conference	Southwest/OK
Spring 2020	AIHEC Annual Basketball Tournament <i>(Registration & Coaches Meeting: March 20)</i>	IAIA Santa Fe, NM
Summer 2020	AIHEC 2020 Summer Board Meeting	TBD
Fall 2020	AIHEC 2020 Fall Board Meeting	TBD



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