

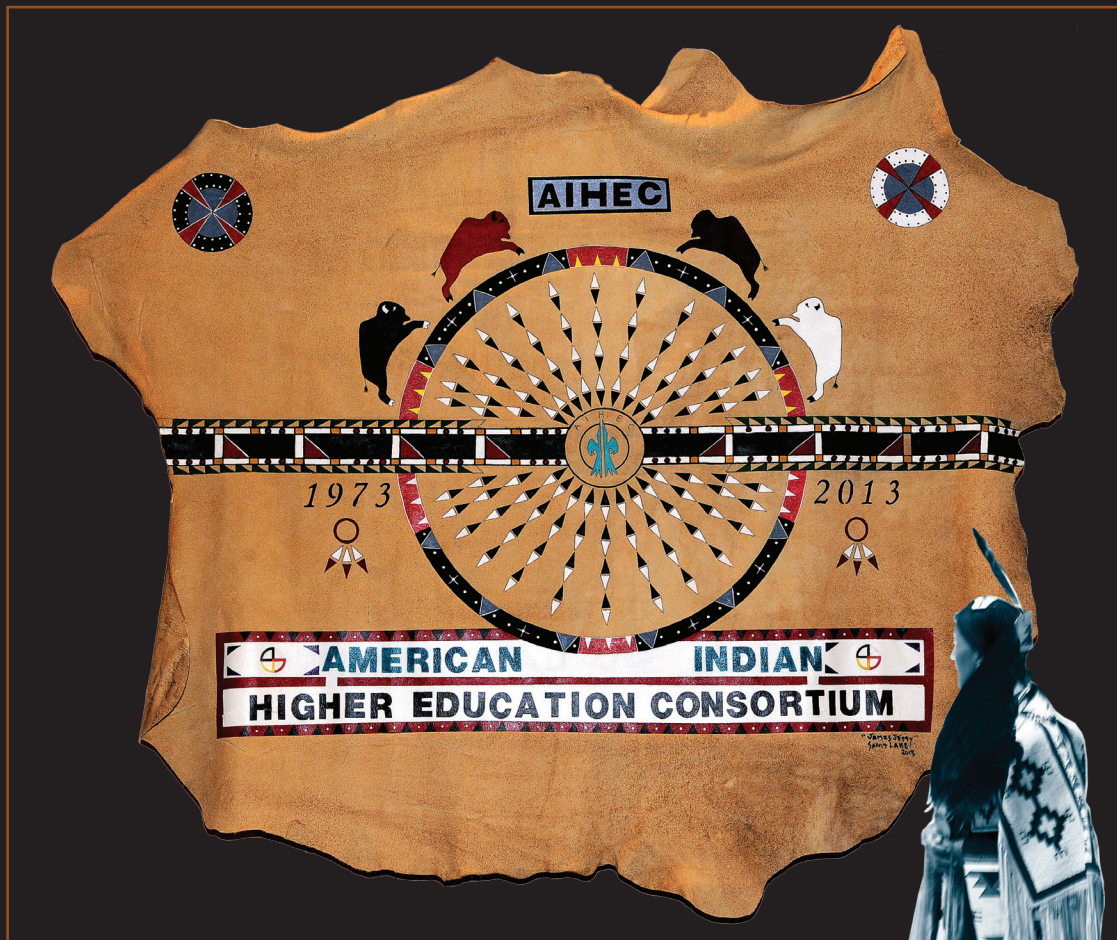
Excerpts: Membership Criteria & Application Process, 2019

# AIHEC

AIHEC IS THE COLLECTIVE SPIRIT AND UNIFYING VOICE OF OUR NATION'S TRIBAL COLLEGES AND UNIVERSITIES.

# MEMBERSHIP HANDBOOK

Approved October 30, 2007, updated through October 6, 2017



AIHEC has 38 Tribal Colleges and Universities in the United States.



**AMERICAN INDIAN  
HIGHER EDUCATION CONSORTIUM**

**AIHEC Board of Directors**

AIHEC • 121 Oronoco Street, Alexandria, Virginia • 703.838.0400 • Fax: 703.838.0388 • [www.AIHEC.org](http://www.AIHEC.org)

## 2018 AIHEC CAPITOL HILL MEETING

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# AIHEC MEMBERSHIP STANDARDS

The American Indian Higher Education Consortium (AIHEC), as it comprises the nation's Tribal Colleges and Universities, adheres to a specific mission and set of goals. Member institutions are committed to a philosophy of providing higher education defined and controlled by each tribe's particular people.

Standards for AIHEC membership have been established. Any American Indian or Alaska Native institution of postsecondary or higher education meeting the eligibility criteria, as outlined in the AIHEC bylaws, may pursue membership.

The AIHEC bylaws, which specify classes of membership, duties and rights, and the membership application process, are attached as appendix A.

## CLASSES OF MEMBERSHIP

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AIHEC has six classes of membership: Regular Member, Associate Member, International Member, Organization Member, Developing/Emerging Member, and Honorary Member.

### **Regular Member**

The AIHEC bylaws state that a regular member shall be a tribally-controlled institution of postsecondary or higher education that:

- a. is a subdivision of a government of a federally recognized American Indian tribe, Alaska Native village, or Alaska Native corporation or has been chartered, sanctioned or formally established by a federally recognized tribal government or an Alaska Native village, or Alaska Native corporation;
- b. has a governing board that is comprised solely of American Indian or Alaska Native members, except in those cases where the charter of the tribal college authorizes a majority of such members;
- c. primarily serves an American Indian or Alaska Native community or communities;
- d. has a majority of full-time equivalent American Indian or Alaska Native students;

- e. has demonstrated that it is fulfilling the goals and purposes for which it was established, sanctioned or chartered and is adhering to an educational plan of operation;
- f. is accredited or a candidate for accreditation by a regional institutional accrediting association recognized by the U.S. Secretary of Education; and
- g. has made application as outlined in Section 3.08 of the AIHEC bylaws and has received an affirmative vote of 75 percent of the directors in attendance at a meeting of the board of directors.

Each regular member is required to pay annual dues (see page 10).

A postsecondary or higher education institution that has been granted membership status by action of AIHEC's Board of Directors on or before October 9, 1998, (i.e., Haskell Indian Nations University, Southwestern Indian Polytechnic Institute, Institute of American Indian Arts, White Earth Tribal and Community College, and Fond du Lac Tribal and Community College [by action of the board on March 15, 2014]) will be recognized as a regular member and enjoy all of the privileges and rights associated with the status of a regular member.

### **Associate Member**

The AIHEC bylaws state that an associate member shall be a tribally-controlled institution of postsecondary or higher education that:

- a. is a subdivision of a government of a federally recognized American Indian tribe, Alaska Native village, or Alaska Native corporation or has been chartered, sanctioned, or formally established by a federally recognized tribal government or an Alaska Native village, or Alaska Native corporation;
- b. has a governing board that is comprised solely of American Indian or Alaska Native members, except in those cases where the charter of the tribal college authorizes a majority of such members;
- c. primarily serves an American Indian or Alaska Native community or communities;
- d. has a majority of full-time equivalent American Indian or Alaska Native students;
- e. has demonstrated that it is fulfilling the goals and purposes for which it was established, sanctioned or chartered and is adhering to an educational plan of operation;

- f. is not accredited or a candidate for accreditation by a regional institutional accrediting association recognized by the U.S. Secretary of Education; and
- g. has made application as outlined in Section 3.08 of the AIHEC bylaws and has received an affirmative vote of 75 percent of the directors in attendance at a meeting of the board of directors. Associate members shall have no voting rights and may not hold office in AIHEC, but may have other rights and responsibilities as specified in the AIHEC bylaws.

Each associate member is required to pay annual dues (see page 10).

Associate member status is for a period of five years. During the five-year period, it is assumed that the associate member will apply for and receive accreditation or candidacy status for accreditation by a regional institutional accrediting association recognized by the U.S. Secretary of Education. If an associate member does not achieve this status within five years of admission into AIHEC, the board will evaluate the institution's membership status and may renew the associate's membership for an additional period not to exceed five years.

### **International Member**

The AIHEC bylaws state that an international member is an institution of higher education that:

- a. is located outside of the United States;
- b. serves primarily indigenous students from the region of the world in which such institution is located;
- c. has a majority of indigenous people on its governing board and has an educational plan of operation to which it is adhering;
- d. has a statement of mission and has demonstrated that it is meeting the goals and purposes for which it was established; and
- e. has made application as outlined in Section 3.08 of the AIHEC bylaws and has received an affirmative vote of 75 percent of the directors in attendance at a meeting of the board of directors. International members shall have no voting rights and may not hold office in AIHEC, but may have other rights and responsibilities as specified in the AIHEC bylaws.

### **Organization Member**

The AIHEC bylaws state that an organization member is an organization or

association composed of institutions of postsecondary or higher education that:

- a. serves primarily indigenous people, institutions, or organizations from any region of the world;
- b. has a majority of indigenous people on its governing board;
- c. is incorporated as a non-profit entity that serves the higher education needs of its membership; and
- d. has made application as outlined in Section 3.08 of the AIHEC bylaws and has received an affirmative vote of 75 percent of the directors in attendance at a meeting of the board of directors. Organization members shall have no voting rights and may not hold office in AIHEC, but may have other rights and responsibilities as specified in the AIHEC bylaws.

### **Developing/Emerging Member**

The AIHEC bylaws state that a developing institution member shall be a federally recognized American Indian tribe, Alaska Native village, or Alaska Native corporation that provided to AIHEC adequate evidence that it is engaged in establishing a TCU that ultimately would meet the criteria of an associate member as outlined in Section 3.03, has made application as outlined in Section 3.08 of the bylaws, and has received an affirmative vote of 75 percent of the directors in attendance at a meeting of the board of directors. Developing/emerging members shall have no voting rights and may not hold office in AIHEC, but may have other rights and responsibilities as specified in the AIHEC bylaws.

Developing/emerging member status is for a period of five years. During the five-year period, it is assumed that the developing/emerging member will apply for and receive associate member status. If a developing/emerging member does not qualify for associate member status within five years of admission into AIHEC, the board will evaluate the institution's membership status and may renew the developing/emerging membership for an additional period not to exceed five years.

### **Honorary Member**

The AIHEC bylaws state that in the event that a founding member of AIHEC is deemed ineligible for regular membership in AIHEC, such founding institution shall be an honorary member as set forth in Section 3.10.01 of the AIHEC bylaws. Honorary members shall have no voting rights or responsibilities and may not hold office in AIHEC.

AIHEC Founding Members are:

- D-Q University
- Navajo Community College (Diné College)
- Oglala Sioux Community College (Oglala Lakota College)
- Sinte Gleska College (Sinte Gleska University)
- Standing Rock Community College (Sitting Bull College)
- Turtle Mountain Community College

## CONDITIONS OF MEMBERSHIP—GOOD STANDING

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To receive AIHEC benefits and participate in AIHEC sponsored activities, including if applicable, grant, contract, and cooperative agreement opportunities<sup>1</sup>, a member must maintain “membership in good standing” with AIHEC.

### Requirements

1. **ANNUAL REPORT**—Submit to AIHEC an annual report of the institution’s operations for the preceding year, which will include the status of membership requirements as outlined in Sections 3.02 and 3.03 of the AIHEC bylaws. The report shall be accurate, signed by the chief executive officer or president of the member, and submitted in a form and manner prescribed by AIHEC.
2. **PAYMENT OF FEES**—Make timely payment of fees as specified on page 10.
3. **ACTIVE PARTICIPATION—Duty of Care.** With respect to a regular member, actively participate in the meetings and activities of the board of directors, as specified by the Membership and Accreditation Committee.
4. **CODE OF CONDUCT**—Comply with any code of conduct adopted by the AIHEC board.
5. **REPORTING REQUIREMENTS**—Ensure that all reports required to be submitted to AIHEC, under the AIHEC bylaws or by contract, grant, or cooperative agreement are submitted in a complete and timely manner.

<sup>1</sup> The AIHEC bylaws state that only regular members are eligible to participate in AIHEC sponsored grants, contracts and cooperative agreements.







## MEMBERSHIP CRITERIA AND RIGHTS

MEMBERSHIP CRITERIA	Membership Category				
	Reg.	Assoc.	Internatl.	Org.	Dev./Emg.
Tribally controlled postsecondary or higher education institution.	Yes	Yes	No	No	No
Subdivision of a tribal government of an American Indian tribe, Alaska Native village, or Alaska Native corporation or has been chartered, sanctioned, or formally established by a tribal government or Alaska Native village or Alaska Native corporation.	Yes	Yes	Yes	N/A	N/A
A tribal government of an American Indian tribe, Alaska Native village, or Alaska Native corporation or has been chartered, sanctioned, or formally established by a tribal government or Alaska Native village or Alaska Native corporation.	No	No	No	N/A	Yes
Governed by an all American Indian or Alaska Native board of directors, regents or trustees, except in those cases where the charter of the tribal college authorizes a majority.	Yes	Yes	No	No	N/A
Serves primarily American Indian or Alaska Native communities.	Yes	Yes	N/A	N/A	Yes
Student population comprised of a majority of full-time equivalent American Indian or Alaska Native students.	Yes	Yes	N/A	N/A	N/A
Demonstrates that it meets the goals and purposes for which established, sanctioned, or chartered and adheres to an educational plan of operation.	Yes	Yes	Yes	Yes	N/A
Either accredited or candidate for accreditation by a regional institutional accrediting association recognized by the U.S. Secretary of Education.	Yes	No	No	No	No
Makes appropriate application and receives the affirmative vote of 75 percent of the regular members in attendance at an AIHEC board meeting.	Yes	Yes	Yes	Yes	Yes
Not accredited by a regional institutional accrediting association recognized by the U.S. Secretary of Education.	No	Yes	N/A	N/A	Yes
Serve primarily indigenous people from around the world.	No	No	Yes	Yes	No
Governed by a majority indigenous board.	No	No	Yes	Yes	N/A
Operational postsecondary educational institution with enrolled students, chief executive officer, and a mission statement.	N/A	N/A	Yes	No	N/A
Organization or association of institutions of postsecondary or higher education.	No	No	No	Yes	N/A
Incorporated as a nonprofit entity that serves the higher education needs of its respective communities.	No	No	No	Yes	N/A

PARTICIPATION RIGHTS	Membership Category				
	Reg.	Assoc.	Internatl.	Org.	Dev./Emg.
Representative (president) sits on the AIHEC board and votes at board meetings.	Yes	No	No	No	No
Representative (president) may serve on the AIHEC Executive Committee.	Yes	No	No	No	No
Representative (president) may serve on AIHEC committees.	Yes	No	No	No	No
Representative (president) may attend AIHEC Board of Director meetings.	Yes	Yes	Yes	Yes	Yes
Has access to all member information.	Yes	Yes	Yes	Yes	Yes
May participate in all AIHEC programs.	Yes	No	No	No	No
May receive appropriate technical assistance.	Yes	Yes	Yes	Yes	Yes



## MEMBERSHIP APPLICATION OVERVIEW

On occasion, AIHEC may publish policy reports and guidelines that provide information to aid applicant institutions. These documents are furnished to institutions which are, or which may be, seeking membership.

The membership application process requires the documentation of an institution's policies, practices, educational effectiveness, and financial stability. This documentation is carefully evaluated based on criteria established for each class of membership. If membership is granted, such membership may be noted in the institution's catalog, advertising, and other publications.

It is the institution's responsibility to become fully informed with regard to the membership application process.

### MEMBERSHIP APPLICATION PROCESS

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#### **Communication**

All written matters concerning membership shall be communicated to:

AIHEC, Attn: Membership and Accreditation  
121 Oronoco Street  
Alexandria, VA 22314

Telephone inquiries should be directed to the AIHEC central office staff:  
703.838.0400.

#### **Application Fees**

A standard application fee, currently set at \$4,000.00, is required with submission of all formal applications. (Not applicable for developing/emerging membership.)

Site visit team expenses (travel, lodging, per diem, etc.) are the responsibility of the applicant institution. Initial site visit team expenses will be deducted from the application fee, which is required to be submitted along with the formal and complete application. If additional site visit(s) are recommended or required, the applicant institution must make arrangements with the AIHEC central office to pay all site visit team expenses. An additional site visit will not be scheduled until written arrangements regarding site visit team expense reimbursement are confirmed with the central office.

### **Site Team Visits**

An AIHEC-appointed site visit team may consist of only one person but may include additional members.

- The team must include at least one regular member of the AIHEC board.
- Additional site visit team members may be assigned for the evaluation of any type of institution and its program. The size of the institution, as well as other factors including the specialized offerings, will be considered in selecting team members.
- One person outside of AIHEC may be appointed to the site visit team, with the approval of a majority of the AIHEC Executive Committee.

A member of a site visit team may be replaced upon reasonable objection raised by the applicant institution prior to the site visit.

During the site visit, the applicant institution must ensure opportunities for adequate consultation between the team members and board members, faculty, administrative staff, and students.

Each site visit will include an exit interview with the chief executive officer of the institution visited. The purpose of this exit interview is to summarize the findings and recommendations of the team and to provide an opportunity for the institution to clarify any unanswered questions of the site visit team.

### **Report and Recommendation**

Following a site visit, team members will prepare a written report, which addresses each item reviewed and other matters that the team members deem pertinent to the accurate evaluation of the applicant institution. The report will include a recommendation on membership within AIHEC. The site visit team report and recommendation are forwarded to the chairs of the AIHEC board, and Membership and Accreditation Committee, and the applicant institution. The chief executive officer of the applicant institution may comment on the report.

## DETAILED MEMBERSHIP APPLICATION PROCESS

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### 1. Application Request

Upon request from an institution, tribe, or Alaska Native village or corporation, AIHEC central office staff will transmit an application packet, including an application form, to the inquiring institution eligible governing entity. (See appendix E for application form.)

### 2. Formal Application

The completed application form is returned to AIHEC.

- The application must be certified by an authorized official of the institution or eligible governing entity (e.g. chief executive officer or chair of the institution's governing board).
- All required supporting documentation and the application fee must be included in the application package.
- One original and two copies of the application package (including supporting documentation) must be submitted. Either the original or one of the two copies must be unbound.
- Electronic submissions are permitted.

### 3. Initial Application Review

Upon receipt of a completed application form, AIHEC central office staff will review the application and supporting documentation for completeness, using criteria established in the AIHEC bylaws and further explained in the *AIHEC Membership Handbook*, including appendices. AIHEC staff will make a written recommendation for detailed review (and site visit) or recommendation for further work by the applicant. The AIHEC central office transmits the recommendation to the applicant and the chairs of the AIHEC Membership and Accreditation Committee and board.

#### RECOMMENDATION FOR DETAILED REVIEW AND SITE VISIT

If a recommendation for detailed review and site visit is made, the AIHEC central office will send appropriate documents, if any, to the applicant to be completed and returned. (Proceed to #4, page 16.)

## RECOMMENDATION FOR FURTHER WORK BY THE APPLICANT

If a recommendation for further work by the applicant is made, the AIHEC central office staff will prepare a memo listing areas of concern or application weakness. This memo is transmitted to the applicant and the chairs of the AIHEC Membership and Accreditation Committee and board. The applicant may request technical assistance from the AIHEC central office to aid in addressing areas of concern and application weakness. Technical assistance will be provided to the extent that AIHEC has the capacity and resources.

### 4. The Site Visit—Preparatory Steps

The AIHEC central office staff will work with the applicant institution and the Membership and Accreditation Committee (or Executive Committee) to assign a site visit team and set a date for the site visit.

- The site visit must be completed 45 days prior to the AIHEC board meeting at which the application will be formally considered.
- The cost of the site visit, including team member travel, lodging, and per diem, is the responsibility of the applicant institution. The cost of one site visit to the applicant institution is included in the \$4,000.00 application fee, which is required to be submitted along with the formal and complete application. If additional site visits are recommended or required, the applicant institution must make arrangements with the AIHEC central office to pay all site visit team expenses prior to the scheduling of the additional site visit.

### 5. The Site Visit

The site visit will last a minimum of one day. During the visit, team members will review all the documentation and evidence that support the applicant institution's eligibility for membership, based on the class of membership criteria established in the AIHEC bylaws and further explained in the *AIHEC Member Handbook*, including appendices. The site visit will end with an exit interview with appropriate representatives of the applicant institution and the site visit team.

#### SAMPLE ONE DAY SITE VISIT AGENDA

- 8:30 a.m. Introductory Meeting with College President and Key Staff and Faculty Members (Academic Leadership, Chief Financial Officer, Registrar)
- 9:15 a.m. Tour of Campus and Immediate Area

NOTE: Steps 4 and 5 may not apply to developing/emerging members.

- 10:00 a.m. Individual Meetings with Key Staff Members (Academic Leadership, Chief Financial Officer, Registrar)
- Noon Lunch with College President and available Board Members
- 1:00 p.m. Continue with Individual Meetings (including Student Representatives)
- 3:15 p.m. Closed: Site Visit Team Meeting (review and discuss application and visit)
- 4:00 p.m. Exit Interview with College President

## **6. Written Report & Recommendation**

Within 15 days of the site visit, the lead AIHEC board member assigned to an applicant institution's site visit team will prepare a written report and transmit it to the AIHEC central office.

## **7. Committee Review & Action**

The written report, supporting documentation, and any written comments from the applicant institution will be submitted to the AIHEC Membership and Accreditation Committee for review and consideration. At a committee meeting held prior to the first AIHEC board meeting immediately following the site visit, the committee will consider the application and site visit report and will vote on such application. The committee chair will summarize the committee's discussion and report the outcome of the committee's vote to the board of directors (see below).

## **8. Board Consideration**

The Membership and Accreditation Committee will report the outcome of its deliberations to the board at the first board of directors meeting immediately following the site visit. The applicant's chief executive officer, chair of its governing board, and other representatives as deemed appropriate, must attend the meeting at which the membership application is being considered to respond to any questions that board members may have. Following discussion, the board may vote on the application for membership.

## **9. Written Notification**

The chair of the AIHEC board, through the AIHEC central office, will send written notification of board action to the chief executive officer of the applicant following the relevant board meeting.

## **10. Dues Payable**

Upon acceptance as a member in the American Indian Higher Education Consortium, dues are payable within 30 days to the AIHEC central office per the membership dues schedule. Dues may be prorated as deemed appropriate.

## **11. Denial of Membership**

If membership is denied, an applicant may remedy the conditions of denial and reapply for consideration at a board meeting within one year of the meeting during which membership was denied. The institution may request technical assistance from the AIHEC central office to aid in addressing the conditions of denial and such assistance will be provided to the extent that AIHEC has the capacity and resources.

If an applicant institution does not reapply within one year, then it must apply for membership using the standard application process, including the submission of a new and current application and all appropriate fees. A new site visit will be required. (See pages 15–17.)

## **APPLICATION AND CHECKLISTS**

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Checklists have been included (appendix C) for applicant institutions to use in preparing applications and participating in site visits. Site visit teams and AIHEC staff also use checklists to coordinate the application process.

## **REAFFIRMATION OF MEMBERSHIP**

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As specified in the AIHEC bylaws, each member must file with AIHEC an annual report of its operations for the preceding fiscal year, which will include the status of requirements for the relevant class of membership. (See page 8.)





## APPENDIX C: AIHEC MEMBERSHIP APPLICATION CHECKLISTS

ALL CLASSES OF MEMBERSHIP

REGULAR MEMBERSHIP

ASSOCIATE MEMBERSHIP

INTERNATIONAL MEMBERSHIP

ORGANIZATION MEMBERSHIP

DEVELOPING/EMERGING MEMBERSHIP



## AIHEC MEMBERSHIP CHECKLIST FOR ALL CLASSES OF MEMBERSHIP

NAME OF INSTITUTION: \_\_\_\_\_

NAME OF CEO: \_\_\_\_\_

APPLICATION FOR MEMBERSHIP CLASS: \_\_\_\_\_

ITEM	YES	NO	DATE	NOTES
Application form, documentation, and fee received by AIHEC				
Staff review of application for completeness and recommendation transmitted				
Request for technical assistance received/provided				
Additional documentation sent to AIHEC, if applicable				
Site visit team selected and visit scheduled				
Site visit conducted				
AIHEC receives site visit team report				
Request for technical assistance received/provided				
Applicant notified of board meeting date				
Membership and Accreditation Committee discussion and vote				
Board meeting action				
Institution approved for membership in AIHEC				
Membership fees paid				

## MEMBERSHIP APPLICATION DOCUMENTATION CHECKLIST: REGULAR

REGULAR MEMBER DOCUMENTATION	YES	NO	DATE	NOTES
Charter/ordinances				
Other pertinent documents				
Constitution, bylaws, articles of inc.				
Charter of Tribal Resolution giving authority to the board				
Names of board members & tribal affiliation				
Mission statement				
Description of physical location, facilities, major programs & activities				
Institutional self study				
Certified FTE				
Certified and independently verified ISC				
Five-year enrollment projection				
Sample registration form				
Certified degree of Indian blood				
Transcript forms				
Completed student enrollment spreadsheet				
Strategic plan				
Educational plan of operation				
Current catalog				
List of faculty credentials				
Articulation agreements				
Faculty handbook				
Policies & procedures manual(s)				
Most recent auditors financial statement				
IRS determination of nonprofit status				
Current budget and explanation				
Accreditation report or documentation				
Copy of institution's self-study for accreditation				
DOI-BIE site visit report, if available				
BIE site visit report and notice of PL 95-471 eligibility				

MEMBERSHIP APPLICATION DOCUMENTATION CHECKLIST: ASSOCIATE

ASSOCIATE MEMBER DOCUMENTATION	YES	NO	DATE	NOTES
Charter/ordinances				
Other pertinent documents				
Constitution, bylaws, articles of inc.				
Charter of Tribal Resolution giving authority to the board				
Names of board members & tribal affiliation				
Mission statement				
Description of physical location, facilities, major programs, and activities				
Institutional self study				
Certified FTE				
Certified and independently verified ISC				
Sample registration form				
Certified degree of Indian blood				
Transcript forms				
Completed student enrollment spreadsheet				
Strategic plan, with plan for developing/ implementing educational plan of operation				
Current catalog				
List of faculty credentials				
Articulation agreements				
Faculty handbook, if any				
Policies & procedures manual(s), if any				
Most recent auditors financial statement				
IRS determination of nonprofit status				
Current budget and explanation				
Feasibility study, including five-year enrollment projections				
Accreditation timeline/goals, and other relevant accreditation documents				
Copy of institution's self-study for accreditation				

## MEMBERSHIP APPLICATION DOCUMENTATION CHECKLIST: INTERNATIONAL

INTERNATIONAL MEMBER DOCUMENTATION	YES	NO	DATE	NOTES
Charter(s)				
Treaties or land claims				
Brief historical narrative				
Student enrollment data				
Information on authority granting powers and duties of board				
Articles of incorporation/bylaws				
Names of board members and affiliation				
Mission statement and strategic plan				
Educational plan of operation				
Course catalog				
Name and contact information for chief executive officer				



## APPENDIX D: DEFINITIONS

### EDUCATIONAL PLAN OF OPERATION

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An educational plan (i.e., program) consists of evidence that the institution of higher education:

- Confers degrees “by policy, the Commission accredits institutions only after they confer their first degrees. For candidate institutions that have yet to graduate a student, it is sufficient to show that the institution has a plan and a timetable ensuring that it will confer degrees within the candidacy period.” (NCA Handbook, 2nd Edition, 1997, p. 22)
- Has degree programs in operation with students enrolled in them. (ibid, p. 23)
- The degree programs are compatible with the institution’s mission and based on recognized fields of study at the higher education level. (ibid, p. 23)
- The degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of their programs. (ibid, p. 23)
- The undergraduate degree programs include a coherent general education requirement consistent with the institution’s mission and designed to ensure breadth of knowledge and to promote intellectual inquiry. (ibid, p. 23)

### FULL-TIME EQUIVALENT (FTE)

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A measurement equal to one student enrolled full time for one academic year. Total FTE enrollment includes full time plus the calculated equivalent of the part-time enrollment. The full-time equivalent of the part-time students can be estimated using different factors depending on the type and control of institution and level of student. For Bureau of Indian Education and AIHEC purposes, FTE is calculated by dividing by 12 the sum of all credit hours enrolled in by full- and part-time student in one academic year.

## STRATEGIC PLANNING AND STRATEGIC PLAN

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Strategic planning is a long-term, future-oriented process of assessment, goal setting, and decision making that maps an explicit path between the present and a vision of the future. It relies on careful consideration of an organization's capabilities and environment and leads to priority-based resource allocation.

Strategic planning can be accomplished in a variety of ways. The following tasks are frequently part of the strategic planning process:

- **Vision Statements** are an inspiring picture of a preferred future.
- **Mission Statements** define what an organization seeks to accomplish through its activities.
- **Goals** are the long-term end toward which programs and activities are directed.
- **Objectives** are clear targets for specific actions. They are more defined than goals and have shorter time frames. An objective is achievable, measurable, and sets the direction for strategies. A single goal may have multiple strategies.
- **Strategies** are general methods or approaches to achieve goals and objectives.
- **Action Plans** are specific actions that comprise a strategy.
- **Performance Measures** are indicators of the effect of action plans and strategies.
- **Timelines** are specific points in time in which action plan tasks will be completed.
- **Criteria** are agreed upon standards for knowing when goals and objectives have been met.



## STRATEGIC PLAN FOR DEVELOPING AN EDUCATIONAL PLAN OF OPERATION

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See Strategic Planning and Strategic Plan definition (page 54). Such plan shall include:

- a. Reference to a written description of the institution's current education operations and the institution's feasibility study; and
- b. Detailed plan, including objectives, strategies/action plans, performance measures, and timelines for completing development of an educational plan of operation, implementing such educational plan of operation, and achieving candidacy status with a regional institutional accrediting association recognized by the U.S. Secretary of Education.







## APPENDIX E: AIHEC MEMBERSHIP APPLICATION AND SUPPORTING DOCUMENTATION REQUIREMENTS

### APPLICATION FOR MEMBERSHIP IN AIHEC

Please answer all questions in the membership application (see page 59) and attach documents as requested. An incomplete application will be returned for completion.

### REQUIRED SUPPORTING DOCUMENTATION

Applications must include supporting documentation for membership class selected: Regular, Associate, International, Organization, or Developing/Emerging. (See page 63.)





## APPLICATION FOR MEMBERSHIP IN AIHEC

Please answer all questions in this application and attach documents as requested. An incomplete application will be returned for completion. State “Not Applicable” if a particular question does not apply to your institution.

<b>THIS APPLICATION IS FOR CONSIDERATION IN THE FOLLOWING MEMBERSHIP CLASS:</b>		
<input type="checkbox"/> Regular	<input type="checkbox"/> Organization	
<input type="checkbox"/> Associate	<input type="checkbox"/> Developing/Emerging	
<input type="checkbox"/> International		
<b>NAME OF INSTITUTION OR GOVERNING ENTITY (DEVELOPING/EMERGING MEMBER)</b>		
<input type="text"/>		
<b>ADDRESS</b>		
<input type="text"/>		
<input type="text"/>		
<b>TELEPHONE NUMBER</b>	<b>EMAIL ADDRESS OF CONTACT PERSON</b>	
<input type="text"/>	<input type="text"/>	
<b>Chief Executive Officer: NAME, TITLE, EMAIL</b>		
<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>Additional Corporate Officers: NAME, TITLE</b> — <i>Exclude academic officers if individuals are not corporate officers.</i>		
<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	
<input type="text"/>	<input type="text"/>	



APPLICATION FOR MEMBERSHIP IN AIHEC (page 2)

<b>DATE OF ESTABLISHMENT</b>	
<input type="text"/>	
<b>CHARTERING BODY FOR THE INSTITUTION—Check appropriate entity(ies) and list name.</b>	
<input type="checkbox"/> <b>Tribe</b>	<input type="text"/>
<input type="checkbox"/> <b>State</b>	<input type="text"/>
<b>ATTACH CONFIRMED COPIES OF ARTICLES OR CHARTER, WITH AMENDMENTS, IF ANY</b>	
<b>PROVIDE A BRIEF NARRATIVE DESCRIPTION OF YOUR INSTITUTION, ADMINISTRATION, FACILITIES, CURRICULUM, SERVICES, ETC.</b>	
<b>LIST THE NAMES AND TRIBAL AFFILIATION OF EACH OF THE CURRENT MEMBERS OF YOUR INSTITUTION’S BOARD OF DIRECTORS OR BOARD OF REGENTS</b>	
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
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<input type="text"/>	<input type="text"/>





## REQUIRED SUPPORTING DOCUMENTATION

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Applicants for membership in AIHEC must supply the following documentation with the application, as required by the AIHEC bylaws. Please refer to the appropriate class of membership.

### REGULAR MEMBER

**Subdivision of a government of an American Indian tribe, Alaska Native village, or Alaska Native corporation or has been chartered, sanctioned, or formally established by a federally recognized tribal government or an Alaska Native village or Alaska Native corporation**

#### DOCUMENTATION:

- Charters
- Ordinances and/or Tribal Resolutions
- Other pertinent certification documents

**Governing board comprised solely of American Indian or Alaska Native members, except in those cases where the charter of the tribal college authorizes a majority of such members**

#### DOCUMENTATION:

- Identification of authority granting powers and duties of board
- Articles of incorporation or constitution and bylaws of institution
- Reference to Charter of Tribal Resolution giving authority to the board
- Names and tribal affiliation of board members

**Primarily serves an American Indian or Alaska Native community or communities**

#### DOCUMENTATION:

- Mission statement or purpose statement of institution
- Description of:
  - Physical location of campus/facilities (on or near tribal land)

- Facilities
- Facility ownership (own, lease, in-kind contribution, shared space, etc.)
- Major programs and activities operated by institution

**Majority of full-time equivalent American Indian or Alaska Native students**

**DOCUMENTATION:**

- Certified student FTE (full-time equivalent calculation for student enrollment—see definitions)
- Sample Indian student registration form/packet
- Completed student enrollment data (page 73)

**Documents required for review during the site visit:**

- Certified degree of Indian blood
- Transcript forms
- Completed student enrollment data (page 73)

**Demonstrates that it is fulfilling the goals and purposes for which it was established, sanctioned or chartered and is adhering to an educational plan of operation**

Note: Sufficient verification is required that the institution is operating independently, in its own facilities and with its own management systems, oversight structures, strategic plan, and policies and procedures in place.

**DOCUMENTATION:**

**Strategic & Educational Planning**

- Strategic plan for institution
- Education plan of operation (education plan)
- Current catalog which includes:
  - Mission statement
  - Educational programs
  - Courses offered with course descriptions

- Degree requirements
  - List degrees, certificates awarded by college
  - Identify each degree as a certificate, associate, baccalaureate, or masters
- Learning resources: library resources including access to information through information networks and electronic data bases, if appropriate, in support of the college's degree programs
- Evidence of access to other learning resources (e.g., space, equipment, personnel, computers, and software) available to students in specific degree programs
- Description of student support services available (e.g., academic advising, career counseling, placement, and tutoring)
- Admission policies and practices
- Costs to attend the institution
- Refund policies
- Listing of academic credentials of faculty and administrators
- Student handbook, including academic and non-academic policies and procedures directly affecting students, such as grievance procedures

#### **Management Systems**

- Articulation agreements
- Faculty handbook
- Policies and procedures manual(s)
- Enrollment projections (five years)

#### **Financial Systems**

- Most recent auditor's financial statement
- Copy of the Internal Revenue Service determination of nonprofit status of the institution
- Institution's current budget
- Explanation of how the budget reflects adequate financial support for the educational programs

**Accredited or a candidate for accreditation by a regional institutional accrediting association recognized by the U.S. Secretary of Education**

**DOCUMENTATION:**

- Accreditation report if accredited or candidacy application if a candidate for accreditation
- Statement of accreditation goals and progress and timeline for accreditation
- Relevant correspondence/statements from regional institutional accrediting association

**ASSOCIATE MEMBER**

**Subdivision of a government of an American Indian tribe, Alaska Native village, or Alaska Native corporation or has been chartered, sanctioned, or formally established by a federally recognized tribal government or an Alaska Native village or Alaska Native corporation**

**DOCUMENTATION:**

- Charters
- Ordinances and/or Tribal Resolutions
- Other pertinent certification documents

**Governing board comprised solely of American Indian or Alaska Native members, except in those cases where the charter of the tribal college authorizes a majority of such members**

**DOCUMENTATION:**

- Identification of authority granting powers and duties of board
- Articles of incorporation or constitution and bylaws of institution
- Reference to Charter of Tribal Resolution giving authority to the board
- Names and tribal affiliation of board members

**Primarily serves an American Indian or Alaska Native community or communities**

**DOCUMENTATION:**

- Mission statement or purpose statement of institution
- Description of:
  - Physical location of campus/facilities (on or near tribal land)
  - Facilities
  - Facility ownership (own, lease, in-kind contribution, shared space, etc.)
  - Major programs and activities operated by institution

**Majority of full-time equivalent American Indian or Alaska Native students**

**DOCUMENTATION:**

- Certified student FTE (full-time equivalent calculation for student enrollment—see definitions)
- Sample Indian student registration form/packet
- Completed student enrollment data (page 73)

**Documents required for review during the site visit:**

- Certified degree of Indian blood
- Transcript forms
- Completed student enrollment data (page 73)

**Demonstrates that it is fulfilling the goals and purposes for which it was established, sanctioned or chartered and is adhering to an educational plan of operation**

Note: Sufficient verification is required that the institution is operating independently, in its own facilities and with its own management systems, oversight structures, strategic plan, and policies and procedures in place; or, in the alternative, that the institution has developed written plans with dates certain for achieving such status.

**DOCUMENTATION:**

**Strategic and Educational Planning**

- Strategic plan for institution, which includes development and implementation of an education plan of operation (education plan)

- Current catalog which includes:
  - Mission statement
  - Educational programs
  - Courses offered with course descriptions
  - Degree requirements
    - List degrees, certificates awarded by college
    - Identify each degree as a certificate, associate, baccalaureate, or masters
  - Learning resources: library resources including access to information through information networks and electronic data bases, if appropriate, in support of the college's degree programs
  - Evidence of access to other learning resources (e.g., space, equipment, personnel, computers, and software) available to students in specific degree programs
  - Description of student support services available (e.g., academic advising, career counseling, placement, and tutoring)
  - Admission policies and practices
  - Costs to attend the institution
  - Refund policies
- Listing of academic credentials of faculty and administrators
- Student handbook, including academic and nonacademic policies and procedures directly affecting students, such as grievance procedures

#### **Management Systems**

- Faculty handbook, if any
- Policies and procedures manual(s), if any
- Articulation agreements

#### **Financial Systems**

- Most recent auditor's financial statement
- Copy of the Internal Revenue Service determination of nonprofit status of the institution
- Institution's current budget
- Explanation of how the budget reflects adequate financial support for the educational programs

#### **Feasibility Study**

- Documented study that may include but is not limited to:
  - Demographics and demographic trends of the tribe(s) served

- Educational attainment data of tribal members and other American Indian residents
- Workforce needs and participation analysis of the area served
- Existing secondary education (feeder) and postsecondary education (transfer) relationships
- Enrollment projections for five years
- Proximity to other institutions of higher education
- Financial resource identification and capacity
- Human resource identification and capacity (faculty and staff)
- Cost/benefit analysis of establishing an institution of higher education

**NOT accredited or a candidate for accreditation by a regional institutional accrediting association recognized by the U.S. Secretary of Education**

Note: Associate members are given five years within which to achieve candidacy status in their regional accrediting agency. If this is not achieved, AIHEC will reevaluate such membership.

**DOCUMENTATION:**

- Statement of accreditation goals and progress and timeline for accreditation (may be included in strategic plan)
- Relevant correspondence/statements from regional institutional accrediting association, if any

**INTERNATIONAL MEMBER**

**Serves primarily indigenous students from the region of the world in which such institution is located**

**DOCUMENTATION:**

- Charters
- Treaties and land claims
- Brief historical narrative
- Student enrollment data, by ethnicity/group, for current and prior academic years

**Majority of indigenous people on its governing board**

DOCUMENTATION:

- Identification of authority granting powers and duties of board
- Articles of incorporation or constitution and bylaws of institution
- Names and affiliation of board members

**Educational plan of operation to which it is adhering**

DOCUMENTATION:

- Educational plan of operation

**Statement of mission and has demonstrated that it is meeting the goals and purposes for which it was established**

DOCUMENTATION:

- Mission statement or statement of purpose
- Strategic plan
- Course catalog

**ORGANIZATION MEMBER**

**Serves primarily indigenous people, institutions, or organizations from any region of the world**

DOCUMENTATION:

- Relevant charters, treaties and land claims
- Information on location
- Sample membership application form
- List of membership and demographic summary of membership

**Majority of indigenous people on its governing board**

DOCUMENTATION:

- Identification of authority granting powers and duties of board
- Constitution and bylaws of institution
- Names and affiliation of board members



**Incorporated as a nonprofit entity that serves the needs of its membership: an association or organization composed of institutions of postsecondary or higher education**

**DOCUMENTATION:**

- Articles of incorporation or similar documentation from respective government entity
- Nonprofit certification, or similar documentation
- Mission statement and strategic plan

**DEVELOPING/EMERGING MEMBER**

**A federally recognized American Indian tribe, Alaska Native village, or Alaska Native corporation that has expressed to AIHEC an immediate interest in exploring establishing a TCU**

**DOCUMENTATION:**

- U.S. Department of the Interior acknowledgement of status as a federally recognized tribe/community/corporation
- Resolution to pursue a TCU adopted by tribal government or constitution identifying them as an American Indian or Alaska Native community

**Primarily serves American Indian or Alaska Native community(ies)**

**DOCUMENTATION:**

- Mission statement or purpose statement of proposed institution
- Description of proposed:
  - Physical location of campus/facilities (on or near tribal land)
  - Facilities
  - Facility ownership (own, lease, in-kind contribution, shared space, etc.), if identified
  - Focus of major programs and activities to be operated by institution, to the extent known

**Demonstrates an immediate intent in establishing a TCU**

**DOCUMENTATION:**

**Financial Support**

- Commitment of financial support from tribe and/or other support for establishing and sustaining an accredited TCU

**Feasibility Study**

- The executive summary from a recent feasibility study that includes:
  - Demographics and demographic trends of the tribe(s) to be served
  - Five-year enrollment projections
  - Financial resource identification and capacity
  - Human resource identification and capacity
  - Long-term cost/benefit analysis of establishing and sustaining a fully accredited tribal institution of higher education
  - Timeline to reach point of starting process of seeking accreditation



## STUDENT ENROLLMENT DATA

NOTE: Not applicable for developing/emerging membership.

<b>TOTAL STUDENT ENROLLMENT: Academic Year</b>	<input type="text"/>
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### INDIAN STUDENT COUNT FULL-TIME EQUIVALENCY

(Full-time equivalency of federally enrolled members of tribes)

FTE AI/AN		FTE Non-AI/AN		FTE Total
Male	Female	Male	Female	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

### FIVE LARGEST TRIBAL AFFILIATIONS OF STUDENTS ENROLLED IN FALL

Tribe	% Enrolled	% of Enrollment
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

<b>FIRST-TIME ENTERING STUDENT ENROLLMENT: Academic Year</b>	<input type="text"/>
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### INDIAN STUDENT FULL-TIME EQUIVALENCY

	FTE AI/AN		FTE Non-AI/AN		FTE Total		
	Male	Female	Male	Female	Male	Female	TOTAL
FULL TIME	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
PART TIME	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
TOTAL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



## STUDENT ENROLLMENT DATA (page 2)

### First-Time Entering Student Enrollment (continued)

NUMBER OF STUDENTS WHO GRADUATED FROM:					
Public high school not located on a reservation	<input type="text"/>	Tribal or contract high school	<input type="text"/>		
Reservation-based public high school	<input type="text"/>	Other high school	<input type="text"/>		
BIA school	<input type="text"/>				
AGE RANGE OF STUDENTS:					
Number of students who are:	<b>16–24</b>	<b>25–34</b>	<b>35–49</b>	<b>50–64</b>	<b>65 &amp; over</b>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
NUMBER OF STUDENTS WHO ARE:					
Single, no children	<input type="text"/>	Married with dependent children	<input type="text"/>		
Single with dependent children	<input type="text"/>	Responsible for elderly family members in home	<input type="text"/>		
Married, no children	<input type="text"/>	First generation students	<input type="text"/>		
Native language speakers (self-reporting)	<b>None</b>	<b>Basic</b>	<b>Inter.</b>	<b>Adv.</b>	<b>Fluent</b>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Primary residence on/near reservation (within 60 miles)	<input type="text"/>	Out of state	<input type="text"/>		
In state	<input type="text"/>				
FINANCIAL BACKGROUND:					
Average family income (\$) in student's household	<input type="text"/>	Number of students in need, but not eligible for financial aid	<input type="text"/>		
Number of students eligible for financial aid	<input type="text"/>				



**AIHEC is the collective spirit and unifying voice of our nation's Tribal Colleges and Universities—a unique community of tribally and federally chartered institutions working to strengthen tribal nations and make a lasting difference in the lives of American Indians and Alaska Natives. AIHEC provides leadership and influences public policy on American Indian higher education issues through advocacy, research, and program initiatives; promotes and strengthens indigenous languages, cultures, communities, and tribal nations; and through its unique position, serves member institutions and emerging TCUs.**



**AMERICAN INDIAN  
HIGHER EDUCATION CONSORTIUM**