

AMERICAN INDIAN ADVISORY COUNCIL



IN SUPPORT OF AMERICAN INDIAN STUDENTS AND COMMUNITIES

*Recommendations to the University of Arizona President,
Robert N. Shelton*

Presented on September 21, 2006



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PREFACE

“The path of life is an education of self, others and environment. What one does with that education can be powerful beyond belief; indigenous people of the America’s continue to exist today because of teachings passed down through generations of elders. Despite attempts to relocate and terminate, we have survived as thriving communities. The equation of Indian knowledge is; Power and Place equal Personality. Power is best described as the living energy that inhabits and encompasses the universe and Place is the relationship with things and others. For Indigenous people this equation sums a value system that is based on respect, generosity and discipline. For indigenous people who compete for advanced degrees in America we do so for the intrinsic value, one that beckons Indian students to ask themselves how will this effort be for the greater good of my people and the world.”

-An excerpt from

“Power & Place: Indian Education in America”

Vine Deloria Jr.



EXECUTIVE SUMMARY

There are 21 federally recognized tribes in Arizona, each with their own language, culture, government, and land base. Unlike other “minority groups”, the United States government recognizes the right of American Indian tribes to self-government. Through Tribal Education Departments and Tribal Colleges, tribes in Arizona provide educational support, cultural education (including language instruction), tutoring; and financial assistance, higher education scholarships, and adult education. The University of Arizona, the State’s only land grant institution, needs to strengthen its institutional commitment to partnering with tribes for mutually beneficial outcomes.

The American Indian Advisory Council (AIAC) started to evolve in 2003 under the leadership of Karen Francis-Begay, Director of Native American Student Affairs (NASA), and Mary Jo Tippeconnic Fox, then Director/Chair of American Indian Studies (AIS). Today, the AIAC consists of eighteen members and serves as an advisory council to The University of Arizona President.

The AIAC membership is currently made up of tribal leaders, representatives from Indian education programs, University students, faculty, and staff, and community leaders. Unlike the other five President’s Diversity Advisory Councils, the AIAC has 6 seats for tribal leaders who represent their respective tribal membership as an elected official, as opposed to representing their own individual perspective as members of a group.

The AIAC has discussed many issues impacting American Indian higher education, many which continue to be of importance and concern with the ever changing culture of institutions of higher learning. Given the University of Arizona’s (UA) limited time and resources, it seems most beneficial to identify priority needs and concerns. There are certainly other issues and needs which we hope can be addressed at a future time.

The AIAC presents this document outlining the Council’s priorities, including specific recommendations and strategies to improve University and tribal relations and to strengthen the success of American Indian students in higher education.

AMERICAN INDIAN ADVISORY COUNCIL RECOMMENDATIONS



AIAC PRIORITY AREAS	
PRIORITY AREA ONE	The appointment of a full-time UA Tribal Ambassador/Special Advisor to enhance partnerships with tribal communities in order to achieve mutual goals.
PRIORITY AREA TWO	Increase recruitment of American Indian students to represent the diversity of the State of Arizona.
PRIORITY AREA THREE	Establish a formal commitment of University departments and programs to improve retention and graduation rates of American Indian students.
PRIORITY AREA FOUR	Increase opportunities for faculty and students to learn about research in Indian communities .

This document outlines the basis for each recommendation using supporting data and documentation from the UA and outside sources. Each recommendation is then followed by a number of workable strategies. These strategies will require a commitment on behalf of UA Programs and Tribes. As we launch into a new era with the newly appointed President, Robert N. Shelton, AIAC presents this document as a foundation for dialogue and action to address the needs of Native American students and communities.



BACKGROUND

There are 21 federally recognized tribes in Arizona, each with their own language, culture, government, and land base. According to the Census 2000, Arizona retains its standing as the state with the third-largest American Indian population just under 300,000. Twenty five percent (25%) of Arizona's land base is Indian trust land (see Appendix A). Tribal members reside both on and off the reservation, with the largest urban populations concentrated in Tucson and Phoenix.

Unlike other "minority groups", the United States government recognizes the right of American Indian tribes to self-government. This means that the relationship of tribes to the federal government is one that is government-to-government. This unique relationship is established by the United States Constitution, Supreme Court decisions, treaties, and legislation. Relationships between the federal government and tribes are similar those between the federal government and States. *Executive Order 13175 – Consultation and Coordination with Tribes* (passed in 2000) recognizes tribal sovereignty and requires federal agencies to consult with tribes before they design programs or create policies that could affect tribes or tribal members.

Tribal government is different from other forms of government in the United States because they are not only sovereign nations (see Appendix C), but also develop economic enterprises to increase tribal self-sufficiency. Tribal enterprises include, but are not limited to, gaming, natural resource management, tourism, artistry, and other businesses. Diversity in economic enterprises not only allows tribes to maintain government functions, but they also support the local and regional economy through development, shared gaming revenue, employment, direct financial contributions, and contract services. In many cases, tribes are among the top employers within their region and are a driving economic force that attracts tourism and industry.

Education is of utmost importance to the tribes as it is central to furthering tribal self-sufficiency and sustaining native language and culture. It has the potential to strengthen the workforce of tribal government operations and enterprises, increase the employability of tribal members, and improve tribal member's overall quality of life. Each tribe has a Department of Education, which is an official component of tribal government much like the U.S. Department of Education which is a function of both the state and federal Government. Congressional legislation (including the "Indian Self Determination" and the "Education Assistance Act", "Improving America's Schools Act", and the "No Child Left Behind Act.") recognizes the role that

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Tribal Departments of Education can play in improving Indian education. Tribal Education Departments differ by tribe in services they provide, but generally they provide educational support, cultural education (including language instruction), tutoring, and some financial assistance to students in kindergarten through twelfth grade, higher education scholarships, and adult education.

Since the 1960s, tribes have also developed Tribal Colleges and Universities (TCU), which are tribally controlled institutions of higher education that support efforts for Indian self-determination and strengthening tribal culture.

In Arizona, the Navajo Nation and Tohono O'odham Nations each have chartered tribal colleges that provide postsecondary access to American Indian students who might not otherwise participate in higher education. Diné College (formerly Navajo College) was the first tribally controlled college chartered in 1968, and the Tohono O'odham was more recently chartered in 1998. Profiles of these institutions are included in Appendix Three.

Tribal Colleges provide a culturally based curriculum and include courses in tribal languages, literature, history, and other traditional tribal subjects (AIHEC, 1999). As noted in Appendix Three, Tribal Colleges also provide educational, cultural, emotional, and monetary support for Indian students while at the same time strengthening community efforts for cultural preservation, educational advancement, and economic development.

As sovereign nations, American Indian tribes maintain a unique government-to-government relationship that makes them distinct from other "minority groups." The inherent right to self-government, the ability to operate economic enterprises, and tribal colleges, as well as significant representation in Arizona, both by population and land, should be formally recognized by the University of Arizona, the state's only land grant institution.

Tribal consultation on partnership and workforce development, academia, student recruitment and retention, and research is critical to the advancement of mutually beneficial initiatives and is the basis for the recommendations contained in this AIAC.



AMERICAN INDIAN ADVISORY COUNCIL MEMBERSHIP

In 2003, Karen Francis-Begay, Director of the Native American Student Affairs (NASA), and Mary Jo Tippeconnic Fox, then Director/Chair of American Indian Studies (AIS), envisioned a joint advisory council for their respective departments/programs. The group evolved and is now known as the President’s American Indian Advisory Council (AIAC). Approximately 20 individuals representing tribal governments, urban areas, and UA faculty, staff and students were asked to serve as members. The two state tribal colleges and the Intertribal Council of Arizona (ITCA) were also invited to serve on the Council.

In the fall 2005, former President Peter Likins made a recommendation that the American Indian Advisory Council not only serve as an advisory to NASA and AIS, but also serve as his advisory council. During this time, Dr. Likins created three other advisory councils (African American, Asian Pacific American, and Hispanic Advisory Councils), and later two more were added (Disability and LGBT Advisory Councils).

Original AIAC Goals	
Goal One	Serve in an advisory capacity to the President of the University, the American Indian Studies Program, and the office of Native American Student Affairs
Goal Two	Enhance the visibility and commitment of existing programs that support American Indian education;
Goal Three	Function as a catalyst and coordinating body for new initiatives that relate to American Indians.

Unlike other diversity advisory councils, the AIAC membership consists of tribal leaders who represent their respective tribal membership as *elected officials* (See Appendix Two). Five of the twenty-one tribes in Arizona were selected to serve on the AIAC based on the American Indian student representation at the University. The Council meets at least four times a year on the UA campus, with two of these meetings being with the UA President.

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The following is a list of the Council's membership:

Tribal Chairs

- Vivian Juan Saunders, Tohono O'odham Nation
- Austin Nunez, Tohono O'Odham, San Xavier District
- Herminia Frias, Pascua Yaqui Tribe
- Kathy Kitcheyan, San Carlos Apache
- Joe Shirley, Navajo Nation
- Ivan Sidney, Hopi Tribe

Tribal College Presidents

- Ferlin Clark, Diné College
- Olivia Vanegas-Funcheon, Tohono O'Odham Community College

Community Representatives

- John Lewis, Executive Director, Inter Tribal Council of Arizona, Inc. (ITCA)
- Jacob Bernal, Executive Director, Tucson Indian Center
- Libby Francisco, Director of Finance, Desert Diamond Casino
- Marilyn Sando, Director of Student Development, Pima Community College
- Jodie Burshia, President, UA American Indian Alumni Club
- Anselmo Ramon, Director, Native American Studies Department, Tucson Unified School District

Student Representatives

- Josh Lucio, Undergraduate Student
- Josh Pitre, Graduate Student and President of the American Indian Studies Graduate Student Council

University Representatives

- Robert Hershey, Professor, College of Law
- Maria Teresa Velez, Associate Dean, Graduate College

On March 21, 2006, the AIAC met with former President Likins to discuss tribal priorities. It was at this meeting that a task force was assembled to draft a document that outlined tribal priorities along with recommendations and strategies.

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The following tribal representatives volunteered to work with Mary Jo Tippeconnic Fox, then UA Ambassador to American Indian Nations, to draft this document:

- Adam Andrews, Assistant to the Chairwoman, and designee for Chairwoman Vivian Juan-Saunders, Tohono O’Odham Nation
- Tanya Gorman Keith, Vice President for Academic and Student Affairs, Diné College
- Aleena Hernandez, Education Director, and designee for Chairwoman Herminia Frias, Pascua Yaqui Tribe

Other contributors include Patrick Andrews, Education Director, Tohono O’Odham Nation, and Sylvia Polacca, Program Facilitator, American Indian Studies, University of Arizona.



TRIBAL PRIORITIES

The American Indian Advisory Council to the President has worked diligently to identify priority areas and to provide recommendations to improve University and tribal relations, and to strengthen the success of American Indian students in higher education. Each priority area is aligned with the University of Arizona’s vision for diversity and its mission: *To discover, educate, serve and inspire.*

AIAC PRIORITY AREAS	
PRIORITY AREA ONE	The appointment of a full-time UA Tribal Ambassador/Special Advisor to enhance partnerships with tribal communities in order to achieve mutual goals.
PRIORITY AREA TWO	Increase recruitment of American Indian students to represent the diversity of the State of Arizona.
PRIORITY AREA THREE	Establish a formal commitment of University departments and programs to improve retention and graduation rates of American Indian students.
PRIORITY AREA FOUR	Increase opportunities for faculty and students to learn about research in Indian communities .

Priority One: Tribal Partnerships

Situation: Much like the University partners with businesses to create and take advantage of mutually beneficial opportunities, partnerships with tribes present lucrative opportunities that are potentially even more expansive. However, understanding these opportunities can be challenging, especially for individuals who are unfamiliar with how tribes are organized and how they function as both a government and economic enterprise.



Currently, the UA interfaces with tribes in Arizona on a number of different fronts.

1. **Direct financial contributions.** Within the last five years the Fort McDowell Yavapai Nation, Pascua Yaqui Tribe, and the Tohono O'odham Nation, among others, have made significant contributions of approximately three million dollars to the University of Arizona's academic departments, student services, and athletics.
2. **Tribes improve the recruitment and retention of students at the UA by providing scholarships.** Tribal scholarships significantly improve student access to the UA while at the same time minimizing financial barriers for students. Seventy-one percent (71%) of tribally identified students at the University of Arizona are members of an Arizona tribe(s) and the amount of tribal scholarship awarded to these students is substantial.
3. **The UA receives millions of dollars each year in grant funding to conduct research in Native American communities in areas such as health, education, language, and culture.** This financial capital provides the University not only with the capacity to conduct important research, but furthers the University's mission to be among the top-tier of Research I institutions in the nation. Unfortunately, discoveries made through research conducted in tribal communities are rarely reported back to the participating tribe. If results are shared they are often accompanied by a lack of support and follow-up as to how results can be applied to best to address community needs.
4. **UA Ambassador to American Indian Nations and Associate to the President for American Indian Affairs.** In 1999, the University of Arizona President, Peter Likins appointed Dr. Mary Jo Tippeconnic Fox (Comanche) to serve as the University's first Ambassador to American Indian Nations and Associate to the President for American Indian Affairs. This appointment was the result of the Fort McDowell Yavapai Nation asking the three Arizona Universities for a single point of contact for American Indian affairs. This request was accompanied by a one million dollar shared gift to the three Universities spread over three years. The monies were used primarily for scholarships, programs, and the establishment of an endowment at the UA.

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During her tenure, Dr. Tippeconnic Fox, in partnership with Karen Francis-Begay, created the American Indian Scholarship Committee, and secured scholarship monies and grants. They also established the American Indian Advisory Board, and helped to formally organize the Arizona Tri-Universities for Indian Education (ATUIE) consortium in 2000 with counterparts at Arizona State University (ASU) and the Northern Arizona University (NAU).

ATUIE is a university-based consortium and is the first of its kind in the nation to bring together state institutions to improve the conditions of Indian higher education. ATUIE later incorporated membership from two of the tribal colleges, the Intertribal Council of Arizona, state community colleges, and representatives from tribes.

Some select ATUIE initiatives include acquiring a FIPSE (Fund for the Improvement of Postsecondary Education) grant to highlight the issues and concerns of tribes with respects to American Indian higher education in Arizona. The FIPSE funding supported a statewide conference involving tribes, community colleges, students, and university personnel. It also developed a position paper on the current state of American Indian higher education in Arizona along with recommendations on how institutions can better serve tribal nations.

In addition, ATUIE served as an advocating arm in the state legislature, particularly recommending an appointment of an American Indian to serve of the Arizona Board of Regents and, for tuition waivers for American Indian students whose homelands lie in the state of Arizona.

Dr. Tippeconnic Fox's role was to serve as an advisor to the President, UA administrators, faculty, staff, and students on various issues pertaining to American Indians and tribal nations as well as serving as the tribal contact. The responsibilities of this position were in addition to Dr. Tippeconnic Fox's duties as the American Indian Studies Director/Chair. These dual roles posed many challenges.

While the University reaps the benefits from its interactions with tribes, reciprocity on the part of the institution falls short. Unlike the Arizona State University and Northern Arizona University, the UA has not designated or appointed a full-time Tribal Ambassador or Special Advisor to correspond with tribes on behalf of the University. Reciprocal partnerships are needed to improve tribal relations so that important issues such as American Indian student recruitment and retention, research in Indian communities, and opportunities for tribal workforce development are addressed.



The University of Arizona's mission states that,

"As the state's only land-grant institution, community service is a central mission of the University of Arizona. The UA is committed to making its research and resources available to the community, offering hundreds of programs, services and educational opportunities throughout the state and around the world."
(www.arizona.edu/marketing/serve).

RECOMMENDATION ONE: Appoint a full-time Tribal Ambassador to strengthen partnerships with Tribes to achieve mutual goals.

Arizona State University and Northern Arizona University each have a full-time Tribal Ambassador who reports directly to their respective President on Indian issues. The UA has designated an Ambassador, but her role as Ambassador is in addition to her professional appointment. Currently the Ambassador reports directly to the UA President and is responsible for chairing the American Indian Scholarship Committee, the AIAC, and the Arizona Tri-Universities for Indian Education Committee. However, duties and responsibilities need to be expanded to a full-time position to strengthen tribal partnerships.

The Tribal Ambassador should be a member of a tribe located within Arizona. An advanced degree is preferred, but not required. He/She should have a strong professional background in higher education as well as an understanding of academia, student recruitment, and retention and research. He/She should be able to demonstrate established relationships with multiple tribes and tribal colleges as well as a solid understanding of tribal government and economic enterprises. A budget for travel, operating costs, and student/community activities is needed. The AIAC requests involvement in the interview and selection process for this position.

A Tribal Ambassador is needed to implement the following strategies:

- Serve as a resource to top-level UA administrators regarding tribal governments and tribal affairs.
- Maintain a seat on the President's Cabinet.
- Sustain public relationships with tribes, outside agencies serving American Indian populations, tribal departments of education and others.
- Function in an advisory capacity to develop policies, programs, and services within the University that affect tribes or American



Indian students, such as research policies, recruitment, retention, and early academic outreach.

- Be responsible for facilitating meetings between the UA President and the American Indian Advisory Committee to ensure ongoing tribal participation in university policy and program development.
- Serve as the initial point of contact for tribes regarding issues of concern and funding.
- Seek outside funding for Native American initiatives.
- Serve on the Diversity Coalition.
- Facilitate quarterly meetings with Indian programs across campus to achieve shared goals and increase collaboration.

Priority Two: Student Recruitment

Situation: Despite the commitment made by tribes to reduce financial barriers to higher education, American Indians remain underrepresented at the UA. While American Indians comprise approximately 5.3% of the total population in Arizona; the student representation at the University of Arizona has remained at approximately 2% for the last ten years (Office of Enrollment Research, 9/20/05). According to the Minority Student Enrollment Trends, the percentage of minorities, by group, enrolled at the University has increased since 1997 for all groups, with the exception of American Indians. The enrollment of American Indians students represented 2.1% of the total enrollment in 1997 and 2005.

Transfer rates of American Indian students from Arizona community colleges continue to be low. According to the Arizona Tri-Universities for Indian Education, in 2002, American Indians represented 7.6% of all transfer students at ASU, 8.1% at NAU, and only 2.1% at UA. With over 3000 students at Pima Community College, an average of forty five American Indian students transfer to the UA each year. Efforts to recruit American Indian students by the UA Office of Admissions have decreased significantly over the past five years, while efforts by other state institutions have increased.



RECOMMENDATION TWO: Increase recruitment of American Indian students to represent the diversity of the State of Arizona.

Strategies include:

- Maintain the Native American Recruiter position and create a Native American Recruiter position for transfer students.
- Work with Tribal Education Departments to increase Native American involvement in transfer student recruitment efforts.
- Coordinate an annual Native American transfer day that addresses the unique needs of Native American students.
- Include tribal representation on advisory boards for early academic outreach programs.
- Develop culturally relevant recruitment materials.
- Ensure representation of the American Indian communities on boards and associations, such as the Alumni Association, Parents Association, and others.
- Establish formal partnerships with Tribes to develop student cohorts to address specific tribal workforce needs in law, education, business, social work, accounting, marketing, and others.
- Work with Tribal Education Departments to develop or increase outreach and bridge programs for American Indian students (Middle school through high school).
- Annual meeting with the Vice President of Enrollment Management and the Financial Aid Director to discuss recruitment with tribal Education Directors and tribal colleges.

Priority Three: Retention

Situation: Tribes demonstrate their commitment to higher education by collectively providing millions of dollars in the form of scholarships each year. Such monetary support contributes to the success of American Indian students. Many barriers exist that often prevent students from persisting and graduating. Such barriers include but are not limited to lack of adequate financial assistance for low income and first generation college students, inadequate academic preparation, and experiencing “culture shock.”

UA persistence and graduation rates of Native Americans are dismal and yet, very little effort has been concentrated on this issue. The issue is often misunderstood by mainstream education because its looked at through



a collective multicultural perspective thereby, losing its own identity and uniqueness. The Native American experience is different than that of other

multicultural groups and until we begin to specifically approach the Native American student experience, we will not see improvements in retention.

Although it is important to recruit Native American students, it is equally, if not more, important to address how we successfully transition, retain, and graduate them, a duty not to be left only to Native American programs and services. It takes collective action to ensure the success of all students, particularly when resources are so limited.

RECOMMENDATION THREE: Establish a formal commitment of University departments and programs (i.e., admissions, financial aid, Native American Student Affairs, and academic colleges and departments) to improve retention and graduation rates of American Indian students.

Strategies include:

- Develop formal partnerships with tribes to construct student cohorts to address specific tribal workforce needs in law, education, business, social work, accounting, marketing, and others. Examples of current programs include Project Native (Teacher Education), and Knowledge River (Library Science).
- Develop formal partnerships with tribes to ensure representation of American Indian students in first-year retention programs.
- Develop an ongoing mentoring program that joins upper-class Native American students with incoming Native American freshman.
- Provide campus-wide retention plan to the AIAC tribes and allow for input and recommendations.
- Provide annual report to the tribes on retention and graduation of Native American students and plans for improvement.

Priority Four: Research in American Indian Communities

Situation: Tribes are inundated with requests from UA colleges and departments to conduct research within our communities. The UA receives millions of dollars in grant funding each year to conduct research in American Indian communities. Yet, rarely are dollars shared to train tribal members or increase tribal capacity to participate and conduct research. Nor are research results disseminated to community members. Faculty/Principal Investigators



often lack knowledge or understanding of tribal governments, which create misunderstandings and violations of tribal communities. Examples of violations include lack of respect for cultural traditions; values and beliefs; publication of sensitive religious and cultural information; failure to respect formal and informal protocols; lack of inclusion in the development; implementation of the research; and respect for tribal sovereignty.

Unlike other communities or minority groups, tribes have a governing body that reviews and approves requests to conduct research on tribal lands. *The Department of Health and Human Services' Protection of Human Subjects, Title 45 CFR 46*, does not address the potential harmful impact of research on a community or group of people. Rather it focuses on protecting individuals.

For example, individual confidentiality may be protected, but a tribe may be named in the publication. In addition to human subjects protection, tribal research protocols may require certain assurances, such as data ownership, tribal consultation, and participation, inclusion in data analysis and interpretation; and approval of the procedures to disseminate information along with how the research results will be used. Following tribal protocol can be time consuming and may not be in line with the goals of the researcher or the funding institution.

RECOMMENDATION FOUR: Increase opportunities for faculty and students to learn about research in Indian communities.

Strategies include:

- Develop training about tribal governments, protocols, and cultural sensitivity and cultural competency for researchers intending to conduct research in tribal communities.
- Expand Institutional Review Board requirements to include issues of cultural sensitivity and expand the three ethical principles of research and human protections (respect for persons, beneficence, and justice) to include community protections.
- Develop a model agreement that ensures tribal involvement in the research review and approval of research results.



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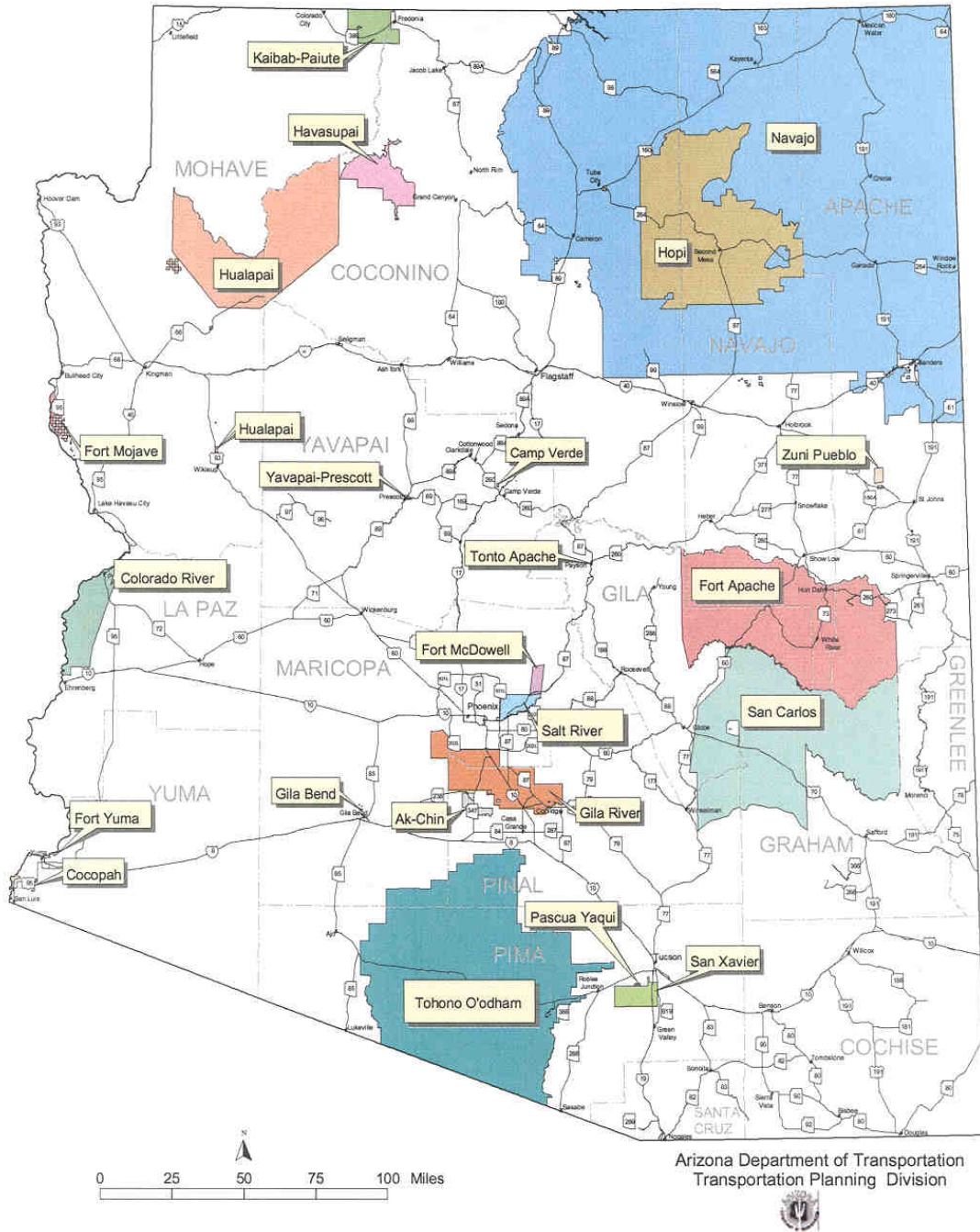
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APPENDIX ONE

American Indian Reservations





APPENDIX TWO

TRIBAL LEADERSHIP IN ARIZONA

Ak-Chin Indian Community

Delia Carlyle, Chairwoman
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Phone: 520-568-1000

Cocopah Tribe

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Colorado River Indian Tribes

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Fort McDowell Yavapai Nation

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Fort Mojave Indian Tribe

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Fort Yuma-Quechan Tribe

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AMERICAN INDIAN ADVISORY COUNCIL RECOMMENDATIONS



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APPENDIX THREE

TRIBAL COMMUNITY COLLEGES

Diné College

Diné College is a public institution of higher education chartered by the Navajo Nation. The mission of Diné College is to apply the Sa'ah Naaghái Bik'eh Hózhóón principles to advance quality student learning:

- Through Nitsáhákees (Thinking), Nahatá (Planning, liná (Living) and Sihasin (Assurance).
- In study of the Diné language, history and culture
- In preparation for further studies and employment in a multi-cultural and technological world
- In fostering social responsibility, community service and scholarly research that contribute to the social, economic and cultural well being of the Navajo Nation.

Activities to Implement the Mission

- Two-year transfer programs
- Diné Studies
- Developmental Studies
- Research projects and consultant services
- In-site outreach programs
- Articulation with other institutions
- Diné Teacher Education Program

Diné College is a multi-campus institution. All campuses focus on the offering of educational programs, which prepare the student for transfer to four-year colleges/universities and for entry into employment. Developmental studies are offered at all campuses for students who need further preparation for college-level studies. Courses in Navajo language, history and culture are also available at all DC campuses.

The distinctiveness of each campus program derives from the needs of the community it serves, together with the special characteristics of its faculty. Tsaile Campus is unique within the DC system in serving both a residential student population and commuter population. It is the administrative center for the institution. Shiprock Campus has developed strengths in scientific research programs involving faculty and students. The Community Campuses provide professional academic advising and educational opportunities



including career counseling, assisting with financial aid process, and preparing students for further studies.

A Brief History of the Institution

The Navajos have a long history of dedication to education for their people. A few days before his death in 1893, the great chief, Hastinn Ch'il Haajiin (Manuelito) said, "My grandchild, education is the ladder. Tell our people to take it." For the past five decades, the Navajos have allocated a relatively large proportion of their efforts and resources to improving educational opportunities for their tribal members.

The Navajo Tribe took a momentous step toward educational self-determination of Indians by establishing Navajo Community College (now Diné College) in 1968. This landmark institution was an innovative means to meet the long unmet postsecondary educational needs of Native Americans.

Diné College was the first college established by Native Americans for Native Americans. It set a precedent for later tribally controlled community colleges on or near reservations. Diné College remains the oldest and largest. In the following decades, 33 similar colleges have been founded by other Indian tribes.

A major milestone in the development of Diné College was its attainment of accreditation by the North Central Association (NCA) Commission on Institutions of Higher Education in 1976. It became the first tribally controlled institution to be accredited as a two-year college. In 1995 NCA renewed the accreditation of the College for an additional six years. The 2002 comprehensive visit garnered a recommended 8 year re-accreditation.

Under the direction of an eight-member Board of Regents confirmed by the Government Services Committee of the Navajo Nation Council, Diné College has the responsibility to serve residents of the 26,000 square mile Navajo Nation which spans the states of Arizona, New Mexico and Utah.

As a postsecondary educational institution, Diné College awards Associate degrees and Certificates in areas important to the economic and social development of the Navajo Nation. To comply with the College mission, personalized instruction is guaranteed to each student because of the low student-faculty ratio.

In 1998, Diné College bestowed its first baccalaureate degrees under the Diné Teacher Education Program, accredited under a partnership with Arizona State University.



TOHONO O'ODHAM COMMUNITY COLLEGE

After years of dreaming and planning for its own institution of higher education, the Tohono O'odham Nation chartered Tohono O'odham Community College (TOCC) in 1998. The College was established to serve the residents of the Tohono O'odham Nation and nearby communities, with the critical goals of preparing students to contribute to the social, political, and economic life of the Tohono O'odham Nation and preserving the O'odham Himdag (or cultural way of life). TOCC opened its doors in 2000, with classes accredited through an intergovernmental agreement with Pima County Community College District in Tucson, Arizona. Almost immediately, the College began the process of seeking its own accreditation from the North Central Association of Colleges and Schools (NCA). TOCC achieved initial candidacy status in February 2003, and it is now fully NCA-accredited. Accreditation was awarded by the NCA's Higher Learning Commission in February 2005. Meanwhile, the College has grown into a vibrant educational center, offering numerous degrees, certificates, and other credentials.

In February 2005, Tohono O'odham Community College (TOCC) received accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools (NCA). Accreditation acknowledges that TOCC offers quality education programs and provides a system for accountability and continuous improvement. Accreditation means that TOCC's degree programs and credit courses will transfer to other colleges and universities. For example, TOCC is now part of the statewide network of community colleges whose general education courses are transferable from institution to institution.

TOCC achieved land grant status in December 2004, when the College was added to the U.S. Department of Agriculture's list of the 1994 Land Grant Institutions.

VISION

Our vision is to become the Tohono O'odham Nation's center for higher education, and to enhance the Nation's participation in the local, state, national, and global communities.

MISSION

Our mission is to enhance the unique Tohono O'odham Himdag by strengthening individuals, families, and communities through holistic, quality higher education services. These services will include research opportunities and programs that address academic, life, and development skills.



GOALS

- To strengthen academic learning that will reinforce a strong competitive spirit to participate in an ever-changing society.
- To include elders as primary resources, instructors, advisors, counselors as means of reinforcing Tohono O’odham Himdag.
- To recruit highly qualified faculty and staff who are dedicated to the art of teaching, advising, and services specifically to the Tohono O’odham community.
- To ensure the integration of appropriate Tohono O’odham Himdag in the physical environment, curriculum and processes of the college.
- To ensure that curricular offerings are relevant to the needs of individuals and communities in fundamental skills, i.e., general reading, writing, and math skills.
- To establish a technology core that will enable the students and the broader community to meet the challenges of the future.

Institutional Profile

YEAR INSTITUTION ESTABLISHED	1998
Data as of Fall 2005	
Student Enrollment:	286
Student Full Time Equivalency:	151
Gender (and Gender Percentages):	183 females (64%) 103 males (36%)
Ethnicity (and Percentages):	American Indian/Alaska Native: 266 (93%) Other ethnic backgrounds or non-reported: 20 (7%)

Fall 2005 Data

FULL-TIME EMPLOYEES: **49**

PART-TIME EMPLOYEES **4**

GENDER: 24 male (45%); 29 female (55%)

ETHNICITY: 62% O’odham 6% Other American Indian 32% Non American Indian



APPENDIX FOUR

ARIZONA TRI-UNIVERSITIES FOR INDIAN EDUCATION (ATUIE)

Mission

To promote educational opportunities and guide the universities in improving academic and student services for American Indians, Alaskan Natives and other indigenous students.

Vision

To lead the nation in American Indian student recruitment, retention and graduation;
advocate and support American Indian leadership at the highest levels within the universities and tribal governments; advocate complete financial support for all degree-seeking American Indian students; and support integration of both academics and culture for the total well-being of our students.

History: In the fall of 1999, the Fort McDowell Yavapai Nation appeared before the Arizona Board of Regents and announced its second \$1.0 million gift to be shared equally among Arizona's three state universities. This generous gift provides direct student services for American Indian students with 20% of the gift reserved to assist non-Indian students. To ensure that American Indian students receive the support of each university president, Fort McDowell Yavapai Nation asked the presidents of Arizona State University, Northern Arizona University, and the University of Arizona to designate a spokesperson on Native American programs. These university presidential appointees were charged to meet regularly to discuss Native American higher education opportunities, needs and issues common to all three universities. The presidential appointees for 2006-2007:

- Peterson Zah, Office of the President, Arizona State University
- Laurence Gishey, Institute for Native Americans, Northern Arizona University
- Karen Francis-Begay, Native American Student Affairs, The University of Arizona

With funding and encouragement from Fort McDowell Yavapai Nation the Arizona Tri-Universities for Indian Education (ATUIE), comprised of university administrators and faculty, was formed and recognized on November 17, 2000.



Strengths: The strength of the three state universities organized under ATUIE rests in the fact that:

- Each appointee has direct communication to his/her University President and each is supportive of ATUIE and the goals thereof;
- Each University has support services in place to address Native American issues, needs, opportunities, recruitment and retention.
- Each University is increasing in Native American enrollment and graduation;
- Each University has academic programs that are relevant to Indian Nations' priorities.
- Each University participates in collaborative action and sanctions the annual RETAIN Conference, Retention in Education for Today's All Indigenous Nations (RETAIN), since 1996.

Goals:

- To maintain recognition and support by the three Arizona university presidents, the Arizona Board of Regents, tribal and state legislators, faculty and staff.
- To establish the financial capability of ATUIE.
- To establish rapport and network with existing tribal and urban Indian entities.
- To collect, assemble, prepare and publish strategic information to educate and lobby decision makers for funding and representation within the state government.

Priorities:

- Increasing student recruitment, retention and graduation rates
- Challenging each university to increase the number of American Indian faculty and administrators
- Facilitating student access to financial aid
- Increasing the number of scholarships
- Promoting in-state status for enrolled tribal members
- Conducting annual statewide summits to address American Indian higher education opportunities and issues
- Collaborating with Arizona tribes to raise funds to support American Indian students
- Promoting higher education and creating visibility of the three universities
- Challenging other tribal nations to match Wassaja funds provided by the Fort McDowell Yavapai Nation
- Improving the socio-economic conditions on Arizona's native lands and supporting tribal priorities



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