

**THE UNIVERSITY OF ARIZONA
EXECUTIVE OFFICE OF THE PRESIDENT
NATIVE AMERICAN ADVISORY COUNCIL**



**STRATEGIC RECOMMENDATIONS TO THE PRESIDENT
AUGUST 2013**

Native American Advisory Council Strategic Recommendations to the President

Purpose Statement

“In recognition of the sovereign status of Tribes, this report shall serve as a framework for university-wide strategic action and commitment to benefit Native American students, Tribal Nations and the University of Arizona.”

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July 31, 2013

Dear President Hart,

On behalf of the University of Arizona's President's Native American Advisory Council (NAAC), I am pleased to provide you with a report, "Strategic Recommendations to the President." The NAAC embarked on this project with enthusiasm and commitment of supporting the U of A's strategic priorities focused on *engaging, innovating, partnering, and synergy*.

Since your appointment as the U of A President, we have been busy organizing and envisioning priorities geared towards service to tribes and the University. The Strategic Recommendations is a tool to help guide us in developing and maintaining the quality and range of services for Arizona's tribal nations.

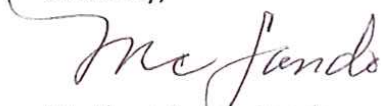
The strategic recommendations provide you with the NAAC's priorities and strategies to be carried out by the Assistant Vice President for Tribal Relations in partnership with tribes and the university community. The NAAC would like to meet with you to discuss how we can work together to meet some of the following guiding priorities:

- Centralize Tribal Relations and Native American Student Affairs within the Office of the President under the Assistant Vice President for Tribal Relations.
- Establish sustainable mentorship and relationships for Native American students on and off campus through NASA
- Increase cultural awareness across campus to support and sustain authentic and innovative partnerships and student services
- Strengthen partnerships between Tribal governments, enterprises and communities

We value your continued efforts in sustaining and enhancing our partnership so that we may further facilitate the success of the Native American community at the University.

Thank you for your continued commitment in helping the University of Arizona meet the challenges we face in higher education, and we look forward to working with you to improve educational opportunities for tribal nations.

Sincerely,



Marilynn Correa Sando
Chair, President's Native American Advisory Council
The University of Arizona





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EXECUTIVE SUMMARY

Native American student access to, and persistence in, higher education cannot be understood independently from the unique political status of Tribes. Tribes are inherently sovereign and exercise the right to self-government, and therefore, maintain a unique government-to-government relationship with the federal government, as established historically and legally by the U.S. Constitution, Supreme Court decisions, treaties, and legislation.

Postsecondary institutions have a critical role in building the workforce at the local, state and Tribal levels. Tribal scholarships are an example of investments made by Tribes to increase access to higher education, support student persistence and graduation, develop a highly educated and skilled workforce, and increase quality of life among its members. However, Native American students constitute one of the most underrepresented populations in higher education and graduate at lower rates than the general population (36.7% Six-year graduation rate for AI/AN beginning college in 1996-1997 compared to 38.2% for Latina/Latino, 44.8% for African American, 62.6% for Asian American/Pacific Islander, and 57.2% for White¹). Institutional support and acknowledgement are vital to Native American student success.

The Native American Advisory Council (NAAC) convened in May 2013 to review the President Hart’s draft strategic plan – “NEVER SETTLE, The Plan for the University of Arizona”. The NAAC recognizes the University’s already exceptional dedication to strengthening Tribal relations through the establishment of the Assistant Vice President for Tribal Relations, development of a Tribal consultation policy, and process improvements for faculty and staff engaged in research with Tribes. However, the NAAC also agrees that the role of Native American Student Affairs has greatly diminished through restructuring and budget reductions, both of which occurred without consultation with the Tribal Nations, or the Native American community at large, as was done in the past.

To guide future directions, the NAAC identified the following priorities to serve as a framework for university-wide strategic action. Priorities align with the University of Arizona’s (UA) vision: *Engaging, Innovating, Partnering and Synergy*.

PRIORITY 1	Centralize Tribal Relations and Native American Student Affairs within the Executive Office of the President under the Assistant Vice President for Tribal Relations.
PRIORITY 2	Establish sustainable mentorships and relationships for Native American students on and off campus through NASA.
PRIORITY 3	Increase cultural awareness across campus to support and sustain authentic and innovative partnerships and student services.
PRIORITY 4	Strengthen partnerships between Tribal governments, enterprises and communities.

¹ National Center for Education Statistics (NCES). (2005b). *Postsecondary institutions in the United States: Fall 2004 and degrees and other awards conferred: 2003-2004*. Washington, DC: U.S. Department of Education.



INTRODUCTION

In the spirit of *engagement, innovation, partnership* and *synergy*, the NAAC presents this document outlining the Council's recommendations for strengthening Native American student services to support the continued success of Native American students at the UA.

The Native American Advisory Council (NAAC) is one of six Community Diversity Advisory Councils developed to advise the University of Arizona's (UA) President on strategic issues and serve as ambassadors from the UA to the communities they represent. The NAAC, formerly American Indian Advisory Council, was established in 2002 and convened under the leadership of Native American Student Affairs and the American Indian Studies Program. Unlike the other Community Diversity Advisory Council's, the NAAC is convened by the Assistant Vice President on Tribal Affairs and is seated by the highest elected officials of seven sovereign Tribal nations, two Tribal college presidents, and representatives from the Native American community. (See Appendix A. NAAC Membership)

In 2006, the NAAC submitted its first Recommendations Report to the former UA President, Dr. Robert Shelton. Recommendations were made based on the foundational principle of respect for Tribal sovereignty and the unique government-to-government relationship as established by the U. S. Constitution, treaties, legislation and court decisions. Exercising self-governance, Tribes in Arizona engage in direct economic enterprise. Millions of dollars in revenue are shared with the State of Arizona through quarterly contributions, as well as direct contributions to governmental entities and municipalities, including the three state universities. Tribes in Arizona also make significant financial contributions directly to the UA through donations, grants and Tribal scholarships. Other revenue sources include federal and private grants to engage in activities, such as research, with Tribal Nations.

Given the unique status of Tribes and Native Americans, and in the spirit of partnership, the NAAC put forward four strategic priorities to President Shelton:

1. *Appoint a full-time Ambassador to strengthen partnerships with Tribes to achieve mutual goals.*
2. *Increase recruitment of American Indian students to represent the diversity of the State of Arizona.*
3. *Establish a formal commitment of University departments and programs to improve retention and graduation rates of American Indian students.*
4. *Increase opportunities for faculty and students to learn about research in Indian communities.*

Much work has been accomplished since the release of the report. In 2007, President Shelton appointed Ms. Karen Francis-Begay to serve as the Special Advisor to the President, and in 2012 the position was elevated to Assistant Vice President for Tribal Relations. In her role, Ms. Francis-Begay has led the charge in developing the UA's Tribal Consultation policy, per Governor's Executive Order and policy of the Arizona Board of Regents; she serves on various committees and boards at the university, state and national levels; and has secured grants and donations to support UA efforts to address the needs of Tribal Nations and Native American students.

Tribal Sovereignty

Native American post-secondary access to, and persistence in, higher education cannot be understood independently from the unique political status of Tribes. There are 566 federally recognized American Indian and Alaska Native Tribes and villages in the United States, 22 of which are in Arizona. Each Tribe has its own language, culture, traditions and government. Tribes are inherently sovereign and exercise the right to self-government, and therefore, maintain a unique government-to-government relationship with the federal government, as established historically and legally by the U.S. Constitution, Supreme Court decisions, treaties, and legislation. As members of federally recognized Tribes, Native Americans maintain a tripartite citizenship of their Tribe, state and country. Therefore, Tribal sovereignty, the government-to-government relationship and the tripartite citizenship are what separate Native Americans from other "minority groups".

An important function of the government-to-government relationship is Tribal consultation, as established by an executive order passed by President Clinton in 2000: *Consultation and Coordination with Indian Tribal Governments* mandates that the consultative process with Native Americans Tribes be "meaningful, in good faith, and entered into on a government-to-government basis."² In 2006, Arizona followed suit when former Arizona Governor, Janet Napolitano, passed a similar executive order requiring all Arizona governmental departments, including the Arizona Board of Regents, to develop a Tribal Consultation Policy.

In September 2008, the Arizona Board of Regents proposed Policy 1-118 to provide for the adoption of a Tribal consultation policy at each university. In the policy, each university is asked to develop a Tribal consultation model, designate an individual to serve as a Tribal liaison, and submit an annual report to the Board. In response, the special advisors on Tribal affairs, representing the presidents at each of the three state universities, have been meeting with Tribal Leaders as convened by the Inter Tribal Council of Arizona, Inc. (ITCA)³ to discuss the policy. Tribal Leaders agreed that there should be one Tribal Consultation Policy for the three universities, and asked Karen Francis-Begay, Assistant Vice President for Tribal Relations, to lead the effort in developing a policy based on the model drafted by administration and faculty at the UA.

²Tribal Consultation. (Last reviewed 2013, May 23). Retrieved from www.gsa.gov/tribalconsultation

³ Inter Tribal Council of Arizona, Inc. is a non-profit, 501 (c)3, governed by the highest elected officials (chairpersons, presidents, governors) of 20 of 22 Tribes in Arizona.

Tribes are a Key Cultural and Economic Force in Arizona

Arizona is home to 22 federally recognized Tribes and has the third largest American Indian population in the country (California ranks 1st and Oklahoma ranks 2nd). Arizona's land base, approximately 28% of which is federal trust land, is home to two of the three largest reservations in the country, including Navajo and Tohono O'odham Nations. The University of Arizona, the state's only land grant institution, is built upon the traditional land of the Tohono O'odham and is adjacent to Pascua Yaqui communities.

Tribes in Arizona are a key economic force and many have developed economic enterprises to increase Tribal self-sufficiency. Tribal enterprises include, but are not limited to, gaming, natural resource management, telecommunications, tourism, construction 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.

Tribal economic enterprise is a significant contributor to Arizona's economy. In many cases, Tribes are among the top employers within their region and are a driving economic force that attracts tourism and industry. The State of Arizona also benefits from economic enterprise through shared gaming revenues. According to the Arizona Department of Gaming, *first quarter* Tribal contributions to the state for 2013 will be about \$24.1 million.⁴ Twelve percent (12%) of a tribe's total annual contribution is distributed by the tribe to municipalities and governmental entities throughout the state, including Arizona's three state universities. Another fifty-six percent (56%) is allocated to Arizona's Instructional Improvement Fund, which is administered by the Arizona Department of Education⁵.

Postsecondary institutions have a critical role in building the workforce at the local, state and Tribal levels. While Native American college graduates do not always return home to work for their tribe, the tribe and/or their economic enterprises often seek out Tribal members to serve in administrative, managerial and educational positions. High need areas include business, science, health, education, and engineering, among others. Tribal scholarships are investments made by Tribes to increase access to higher education, support student persistence and graduation, develop a highly educated and skilled workforce and increase quality of life among its members.

Tribal Relations at the University Of Arizona

The history of Native Americans in higher education has long been fraught with difficulties. Native American peoples have long struggled to find their place within institutions and to work through conflicting cultural values and norms of postsecondary institutions, which often include

⁴ Contributions to State from Tribal Gaming. (2013, May 7). Retrieved from www.kvoa.com

⁵ Tribal Contributions Fact Sheet. (n.d.) Retrieved from <http://www.gm.state.az.us/contributions.htm>

the goal of forced assimilation⁶. In 1983, Native American students at the UA started a movement and advocated for a place to gather and socialize as a community. The result of the movement was the establishment of the Native American Student Affairs (NASA), the first cultural center established at the UA in 1989. A few months later, the American Indian Graduate Center (AIGC) was established.

Native American students constitute one of the most underrepresented populations in higher education and graduate at lower rates than the general population. Scholars continue to try to address the issue and some of the key factors that include: inadequate academic preparation, personal or family problems, self-esteem, cultural conflict and difficulty adjusting to cultural life.⁷ Researchers suggest that structured support systems and cultural reinforcement may be important protective factors in effectively addressing issues of isolation and thus increase academic success. This can be best achieved through institutional support and acknowledgement of the critical role that centers play in Native American student success. Adequate staffing, resourcing and programming, as well as the incorporation of cultural and indigenous knowledge are vital to the student experience⁸. Native American student centers provide a space not only for the Native American student community, but also for the wider community, including Tribes.

Along with Assistant Vice President for Tribal Relations, NASA is often the first point of contact for many Native American students and families. NASA has a well-established relationship and reputation in the community as the “go-to” resource for Tribal Leaders, Tribal education departments, urban Indian center administrators, and other community leaders when seeking support and partnership at the UA. Until fall 2004, NASA and AIGC maintained separate physical locations and separate program budgets. Today, there is a single budget for undergraduate and graduate Native American student services, and the AIGC no longer exists. Services, which once included culturally-based student retention services, First Year Scholars Program (living-learning community) for incoming freshman, and a Native American theme wing in a college dorm, are now administered by other non-Native programs on campus. To the dismay of the NAAC, NASA’s primary role has shifted away from the specific needs of Native American students, to one that is broadly focused on social justice and promoting a culturally competent campus.

⁶ Brayboy, B. et al. (2012) *Postsecondary Education for American Indian and Alaska Native: Higher Education for Nation Building and Self-Determination*. Hoboken, New Jersey: Wiley Periodicals, Inc.

⁷ Patton, L. D. (Ed.). (2010). *Culture centers in higher education perspectives on identity, theory, and perception*. Sterling, VA: Stylus Publishing, LLC.

⁸ Shotton, H. J., Lowe, S. C. & Waterman, S. J. (Eds.). (2013). *Beyond the asterisk understanding native students in higher education*. Sterling, VA: Stylus Publishing, LLC.



RECOMMENDATIONS

In November 2012, the NAAC made the unanimous decision to reconvene and identify recommendations moving forward. Representatives volunteered to participate in a facilitated process to develop the recommendations included in this report. The Assistant Vice President for Tribal Relations provided an update on work-accomplished-to-date since the 2006 report was released. Later, she also provided an overview of the current UA President's, Dr. Ann Weaver Hart, draft strategic plan. The NAAC then worked together to develop a purpose statement for this Recommendations Report:

“In recognition of the sovereign status of Tribes, this Recommendations Report shall serve as a framework for university-wide strategic action and commitment to benefit Native American students, Tribal Nations and the University of Arizona.”

NAAC representatives were then given the opportunity to identify and develop strategic recommendations based on the “Plan UA: Engaging, Innovating, Partnering” discussion draft dated March 12, 2013. The methods used to develop recommendations included the use of an affinity diagram, a tool used to generate and organize ideas around common themes. Upon completion of the review, NAAC members were asked to identify the emerging themes around which their recommendations would be framed.

Representatives identified two polarizing themes: Stronger Tribal relations and diminished Native American student services. The NAAC agreed that the UA has done an excellent job in strengthening its Tribal relations through its work in the Executive Office of the President. The UA has demonstrated leadership and commitment to Tribal consultation in Arizona, both in practice and the development of a policy; statewide higher education communication and coordination through the Arizona Tri-Universities for Indian Education; and the inclusion of Native American students in higher education through advocacy at the university, state and national levels.⁹

Representatives identified two polarizing themes: Stronger Tribal relations and diminished Native American student services.

The NAAC also agreed NASA's physical space, services and their role on campus have greatly diminished through restructuring and budget reductions. The NAAC is disappointed that these changes occurred without consultation with the Tribal Nations or the Native American community at large. The UA is the only one among the three state universities during a time of budget cuts and reductions to have diminished the role, responsibility and budget of its Native American student services. Many NAAC representatives possess personal and historical knowledge and commented that the gradual budget reductions and changes in organizational

⁹ Arizona Tri-Universities for Indian Education (ATUIE) formed in 2000 and is a partnership between the three state universities, Diné College, Tohono O'odham Community College, Inter Tribal Council of Arizona, and Maricopa County Community Colleges. ATUIE promotes educational opportunities and guides the partners in improving academic and student services for American Indian, Alaska Native and other indigenous students.

structure are a source of great concern and, in essence, represents a dilution of the work that has been done to recognize sovereignty and strengthen Tribal relations and demonstrate respect for Arizona’s Tribal Nations. In 2003-2004, NASA had a total budget of \$177,000 with 90% dedicated to personnel that included four full-time staff and student workers. Currently the NASA operating budget is \$12,500 with one full-time Program Director and one part-time graduate student worker.

It is important to note that NASA’s role on campus is essential, and in the Native American community, goes far beyond that of a cultural center. Much like the Assistant Vice President for Tribal Relations, NASA serves as an ambassador to Tribal Nations and has a vital role in supporting their citizens, families and future workforce. Tribal Nations must continue to assert their right to remain distinct and to seek acknowledgement and respect by postsecondary institutions for the dual position of Native American people as members of sovereign Nations.

Tribal Priorities

The NAAC identified the following priorities to serve as a framework for university-wide strategic action and commitment to benefit Native American students, Tribal Nations and the University of Arizona. Priorities align with the UA’s vision: *Innovating, Engaging, Partnering and Synergy*.

PRIORITY 1	Centralize Tribal Relations and Native American Student Affairs within the Executive Office of the President under the Assistant Vice President for Tribal Relations.
PRIORITY 2	Establish sustainable mentorship and relationships for Native American students on and off campus through NASA.
PRIORITY 3	Increase cultural awareness across campus to support and sustain authentic and innovative partnerships and student services.
PRIORITY 4	Strengthen partnerships between Tribal governments, enterprises and communities.

Emerging priorities and strategies are provided on the following pages. Each priority is listed with the aligning UA strategic priority, the UA goals, and a brief narrative. Within each priority is a list of strategies, actions and initiatives that align with the UA strategies and actions.

One recommendation, which is highlighted throughout, was to revise language in the UA Strategic Plan to be inclusive of Tribes. Each revision is capitalized, bolded and in red.

NAAC PRIORITY 1: Centralize Tribal Relations and Native American Student Affairs within the Executive Office of the President under the Assistant Vice President for Tribal Relations.

ALIGNING UA STRATEGIC PRIORITY: Synergy: Build an infrastructure for change that cuts across all elements of our mission and all aspects of our plan, advancing our distinctiveness in interdisciplinary, diversity, and sense of place while implementing business practices that are effective, efficient and entrepreneurial.

UA Goal: Embedded in the University's fundamental commitment to knowledge, culture, art, and diverse interdisciplinary work we will:

- Redesign the University to avoid isolation and specialization in ever-narrowing disciplines.
- Optimize our campus resources and virtual reach to engage students more fully.
- Create engaged University citizens who can apply our resources in pursuit of collective goals.
- Emphasize diversity as part of our institutional culture, at all levels.
- Adopt transparent practices that reward productivity, effectiveness, and entrepreneurship.

Tribes are inherently sovereign and maintain a unique government-to-government relationship as documented in the U. S. Constitution, treaties, federal policy and court decisions. Tribes in Arizona are an economic force and are significant contributors to Arizona's economy, state government and the UA. As members of federally recognized Tribes, Native American students are key to workforce development at the Tribal, local and state level. The UA's Assistant Vice President for Tribal Relations and NASA are central to University/Tribal relations and maintain a key function in generating resources, engaging in Tribal consultation, and creating a campus culture that is inclusive, respectful and supportive to Native American students, communities and Tribes. NASA's diminished role within the UA limits its ability to address the unique needs of Native American students, generate resources for student support, and maintain and foster relationships with Tribal Education Departments and communities.

Centralizing Tribal Relations and NASA could create a hub for innovation, entrepreneurship, culture and productivity for students, staff and community, and enhance UA's institutional culture overall. The UA partners with businesses to optimize mutually beneficial opportunities and leverage resources to develop a workforce prepared for an ever-changing global economy. Centralization of Tribal Relations and NASA will facilitate opportunities to enhance business partnerships with Tribal enterprises, build Arizona's workforce, and promote a safe and inclusive campus climate that recognizes the unique status of Tribes.

NAAC PRIORITY 1

Synergy: UA Strategies, Actions and Initiatives	NAAC Strategies
<p>1. Elevate interdisciplinary collaborations.</p> <ul style="list-style-type: none"> Develop promotion and tenure guidelines that ensure that collaborative efforts are identified and valued. 	<ul style="list-style-type: none"> Increase recruitment and retention of Native American faculty and staff. Include Native American representation from various UA student services, programs and departments in college-wide initiatives and work groups.
<p>2. Build on and strengthen the diversity of our community.</p> <ul style="list-style-type: none"> Improve campus infrastructure for diversity at all levels, focusing on accountability. 	<ul style="list-style-type: none"> Provide university-wide inter-cultural training for all UA staff. Establish one point of accountability for Tribal concerns by centralizing Tribal Relations and NASA. Identify opportunities for partners for collaboration experiences.
<p>3. Expand global connections and deepen regional roots.</p> <ul style="list-style-type: none"> Invest in interdisciplinary centers addressing local and TRIBAL issues with global applications. 	<ul style="list-style-type: none"> Invest in interdisciplinary partnerships among UA Native American programs and others to address Tribal issues with global indigenous applications.
<p>4. Optimize our physical resources and virtual reach.</p> <ul style="list-style-type: none"> Expand and align IT capacity to meet instructional, research, outreach, and administrative requirements. Enhance the UA's reach through improved and cohesive branding and marketing. Develop programs for improving online teaching and course-building skills. 	<ul style="list-style-type: none"> Develop a centralized organization and/or scholarship database that includes information for all stakeholders.
<p>5. Implement a business model that rewards productivity, effectiveness, and entrepreneurship.</p> <ul style="list-style-type: none"> Align priorities with opportunities. Integrate RCM into the university's budgeting model to enhance research and instructional performance. Align the administrative structure to better support undergraduate and master's level programs. 	<ul style="list-style-type: none"> Engage Tribal enterprises to align priorities and opportunities to develop Arizona's workforce.

NAAC PRIORITY 2: Establish sustainable mentorships and relationships for Native American students on and off campus through NASA.

ALIGNING UA STRATEGIC PRIORITY: Engaging: Design the Arizona experience so that 100 percent of our students have the opportunity to engage in integrating and applying their knowledge through real-world experiential learning.

UA Goal: Through a learning experience tailored to individual students’ needs, the UA will graduate future leaders who have the skills to apply their knowledge and solve the world’s grand challenges.

Sustainable support and relationships for Native American students on and off campus are imperative to student retention and success. Recognizing and building upon the unique needs and opportunities a diverse population brings to the table, allows each student to apply his/her knowledge through real-world experiential learning. While the population of Native Americans continues to increase in Arizona, the percentage of new Native American freshman enrolled at the UA has decreased.

NEW STUDENT ENROLLMENT	2010	2011	2012
<u>New Freshmen</u>	7,025	7,300	7,401
Ethnic Minority	37.8%	39%	39.3%
Native American	3.3%	2.3%	2.3%
National Scholars	173	280	340
<u>New Transfers</u>	1,875	1,843	1,950
Ethnic Minority	38.5%	41.3%	41.5%
Native American	3.8%	3.2%	4.1%

First time, full-time freshman four-year and six-year graduation rates continue to be significantly lower than all other ethnic groups, as seen in Charts 1 and 2 below.

Chart 1.

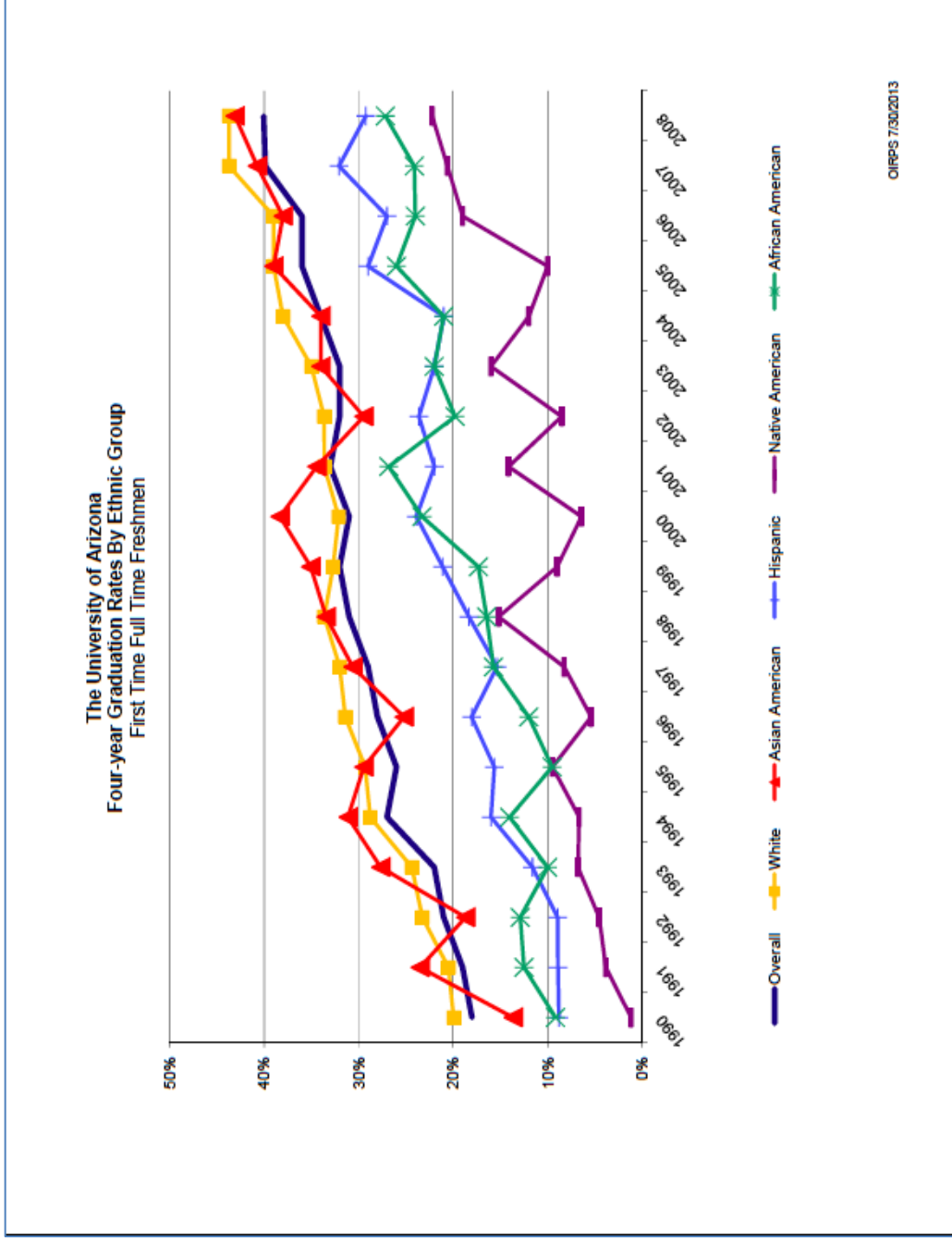
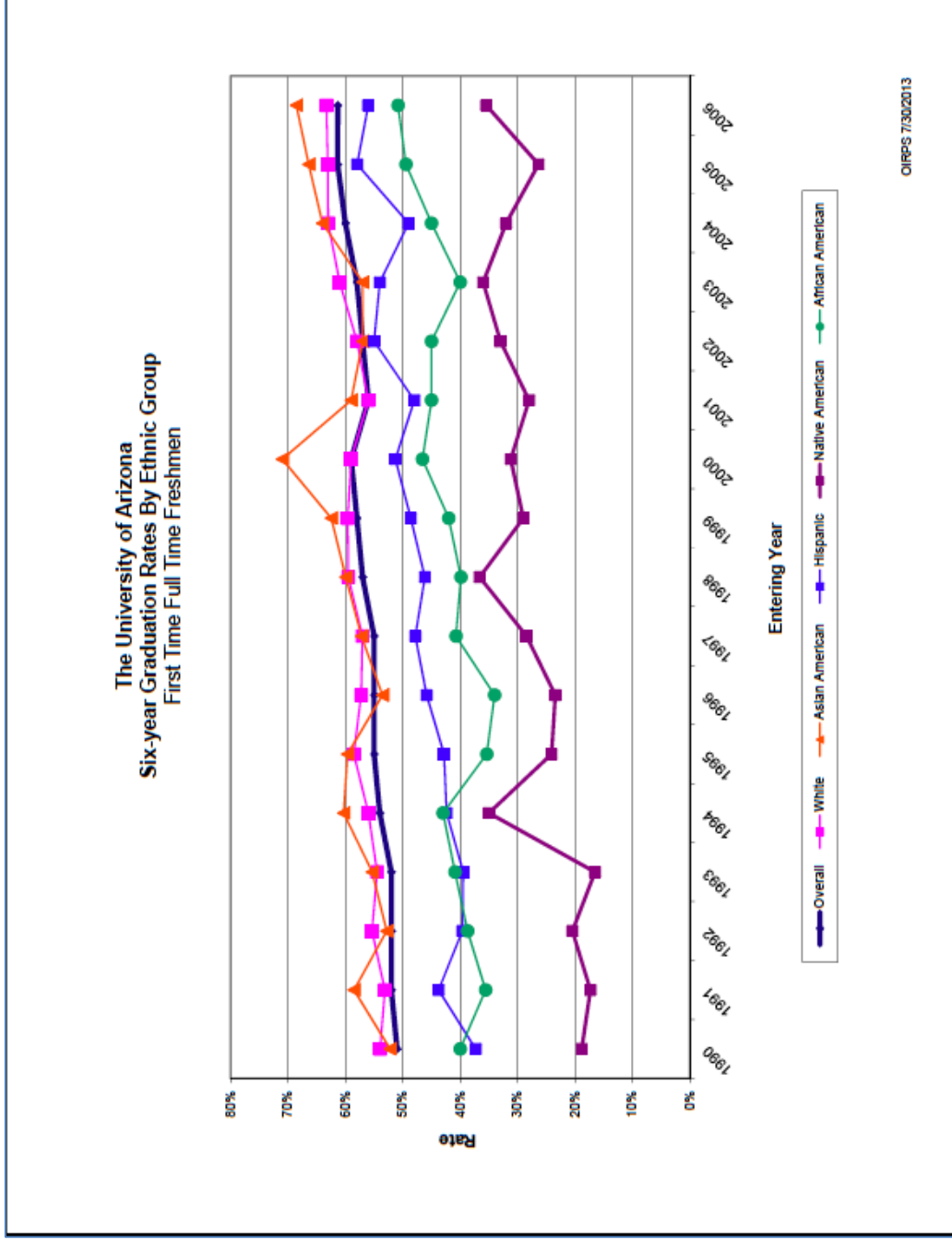


Chart 2.



PRIORITY 2

Engaging: UA Strategies, Actions and Initiatives	NAAC Strategies
<p>1. Recruit and retain a diverse student body of undergraduate, transfer, and graduate degree-seeking students who are representative of TRIBAL, state, national and global demographic landscape.</p> <ul style="list-style-type: none"> ● Leverage merit- and need-based aid. 	<ul style="list-style-type: none"> ■ Increase recruitment and retention of Native American students, representing 22 Tribal Nations, through an educational pipeline beginning at the elementary level. ■ Better facilitate the financial aid and scholarship process for Native American students, parents and Tribal Education Departments.
<p>2. Optimize student access and success.</p> <ul style="list-style-type: none"> ● Enhance partnerships with high schools, community colleges and TRIBAL COLLEGES nationally and internationally. ● Identify students early in their careers who can benefit from programmatic intervention and increase opportunities for academic recovery. ● Improve retention with greater support in advising, learning specialists, coordination, hardware, and software. ● Decrease graduate-level time to degree. 	<ul style="list-style-type: none"> ■ Partner with local schools to identify best practices among institutions to increase the pool of academically prepared students. ■ Hire more permanent staff in NASA to support and retain Native American students. ■ Identify funding sources to enhance current and establish new services. ■ Coordinate service learning projects for non-Native students.
<p>3. Provide students with a dynamic educational experience.</p> <ul style="list-style-type: none"> ● Promote actions that help us assure 100 percent student engagement, including the addition of targeted program coordinators, evaluations, and operational support. ● Expand study-abroad options to contribute to 100 percent student engagement goal. ● Support online course and program development. 	<ul style="list-style-type: none"> ■ Establish process and support system for students who need to travel home for ceremonial and familial events. ■ Provide internships for students with Tribal Nations.
<p>4. Graduate individuals who will be sought out by the best employers and postgraduate programs.</p> <ul style="list-style-type: none"> ● Redesign courses incorporating workshops, new uses of information technology, specialized equipment, and facilities. ● Update classroom facilities to better support an active learning environment. ● Emphasize graduate workforce development in selected master's programs. 	<ul style="list-style-type: none"> ■ Create systems to support and prepare students for a diverse and ever-changing workforce. ■ Support educational initiatives which develop workforce needs of Tribal nations. ■ Create systems, including financial, to support and prepare Native students for graduate studies.
<p>5. Graduate individuals ready to engage in productive lives and personally satisfying work.</p> <ul style="list-style-type: none"> ● Establish engagement credits in the areas of global, civic, and research activities. 	<ul style="list-style-type: none"> ■ Provide opportunities for career exploration, planning and preparation as early as possible and throughout the college experiences.

NAAC PRIORITY 3: Increase cultural awareness across campus to support and sustain authentic and innovative partnerships and student services.

ALIGNING UA STRATEGIC PRIORITY: Innovating: Expand our research and creative inquiry to not only discover new knowledge and create new ideas, but also to innovate new ways of knowing and seeing that will ensure our continued leadership in interdisciplinary scholarship.

UA Goal: While supporting our values, invite new resources into the University in support of innovative scholarship and research. Prioritize our scholarly and research activities to reflect both the grand challenges we face, and the expectations of our partners for integration and application.

Building on existing knowledge, indigenous and other, will support and enhance future innovation at the community, Tribal and University levels. Outreach and authentic communication is key when recruiting Native American staff and when seeking opportunities for mutually beneficial research.

NAAC PRIORITY 3	
Innovating: UA Strategies, Actions and Initiatives	NAAC Strategies
<p>1. Promote core strengths to address grand challenges.</p> <ul style="list-style-type: none"> • Capitalize on existing and growing research and clinical strengths in the UA's health sciences colleges in Tucson and Phoenix, other clinical entities across the state, and relevant UA colleges. 	<ul style="list-style-type: none"> ▪ Develop process for colleges and departments to engage the Assistant Vice President of Tribal Affairs on current and potential research conducted with Tribes.
<p>2. Expand opportunities for interdisciplinary collaboration.</p> <ul style="list-style-type: none"> ▪ Increase institutional capacity for interdisciplinary and inter-professional community-engaged scholarship addressing the most urgent needs of Arizona's diverse citizenry and generating solutions for the public good with global applications. ▪ Increase large multi-investigator, multi-site proposal submissions and awards. 	<ul style="list-style-type: none"> ▪ Increase campus sensitivity, awareness and training on research with Tribal Nations, including, but not limited to, respect for Tribal research review and approval processes, community protections, and community-based participatory research models.
<p>3. Hire, nurture, and retain a diverse, outstanding faculty.</p> <ul style="list-style-type: none"> ▪ Create diverse new faculty candidate pools that approximate the national availability of talent. ▪ Improve faculty retention rates, with a particular emphasis on 	<ul style="list-style-type: none"> ▪ Intensive inter-cultural training at all levels. ▪ Increase expectations and accountability for recruiting Native American faculty.

NAAC PRIORITY 3	
Innovating: UA Strategies, Actions and Initiatives	NAAC Strategies
reducing retention disparities among assistant professors from underrepresented groups.	
<p>4. Attract, educate, and engage first-rate doctoral students.</p>	<ul style="list-style-type: none"> ▪ Increase the number of Native Americans entering doctoral programs in various fields.
<p>5. Diversify external sources of research support.</p> <ul style="list-style-type: none"> ▪ Develop industry expertise to expand public-private partnerships. ▪ Increase research expenditures. 	<ul style="list-style-type: none"> ▪ Partner with Tribes to fund graduate research that is mutually beneficial to the Tribe and University.
<p>6. Improve support for the development of major proposals and new initiatives.</p> <ul style="list-style-type: none"> ▪ Provide optimum shared research instrumentation infrastructure to advance our capabilities and competitiveness for external research support. ▪ Create a world-class informatics infrastructure and research program that will revolutionize the capability to extract useful information from massively large sets of data. ▪ Stabilize and increase the number of research-active faculty in key focus areas. ▪ Ensure that the capacity of central and college-based research support functions keeps pace with the growing volume and complexity of research, thereby ensuring high-quality grants support as well as critically important compliance with federal and other regulations. 	<ul style="list-style-type: none"> ▪ Retain Native American faculty beyond culturally related fields and support their research.
<p>7. Expand strategic external partnerships.</p> <ul style="list-style-type: none"> ▪ Attract funding for and investment in start-up companies in Arizona, including University start-ups. 	<ul style="list-style-type: none"> ▪ Strengthen existing partnerships with Tribal enterprises.
<p>8. Decrease pre-award preparation time and speed post-award access to funds.</p>	<ul style="list-style-type: none"> ▪ Develop a centralized organization and/or scholarship database that includes information for all stakeholders.
<p>9. Improve recognition for interdisciplinary research in promotion and tenure process.</p> <ul style="list-style-type: none"> • Enhance our institutional infrastructure base to support research advancement. 	<ul style="list-style-type: none"> ▪ Improve the standards used in promotion and tenure processes for the evaluation of collaborative research projects with tribes and communities. Connect these standards to standards for the evaluation of the scholarship of engagement.

NAAC PRIORITY 4: Strengthen partnerships between Tribal governments, enterprises and communities.

ALIGNING UA STRATEGIC PRIORITY: Partnering: Create novel, substantive and entrepreneurial partnerships with businesses, community groups, **TRIBES**, and governments to support and enhance our impact on the local, **TRIBAL** and global community.

UA Goal: The University will share our knowledge, research, and creativity and become a more active partner in creative enterprises and innovation to enhance the quality of life for the people of Arizona and the world.

Think locally and tribally to act globally. By strengthening partnerships at the local and Tribal levels, opportunities to create novel, substantive and entrepreneurial partnerships grow exponentially. Including Tribes in the vision for partnerships is imperative as governments, enterprises and communities in Arizona.

PRIORITY 4	
Partnering: UA Strategies, Actions and Initiatives	NAAC Strategies
<p>1. Better adapt our land-grant mission for the 21st Century, including a global strategy.</p> <ul style="list-style-type: none"> ▪ Modify promotion and tenure guidelines and criteria to recognize engagement and community-based research and knowledge application. ▪ Develop more and better service-learning and applied research opportunities for students in Arizona and abroad. ▪ Position the UA to serve as a preferred consultant in innovating, developing, executing and assessing critical knowledge-based or capacity development projects worldwide. 	<ul style="list-style-type: none"> • Expand land-grant agricultural research opportunities to Tribes and Tribal governments. • Develop service learning and applied research for Native American students.
<p>2. Expand, develop, and sustain community and industry partnerships, locally and globally, via innovative programs.</p> <ul style="list-style-type: none"> ▪ Improve internal business processes to facilitate and leverage community and industry relationships with the University. ▪ Expand the roles of community and business partners in Academic Program Reviews. ▪ Provide more opportunities for employers, educators, and 	<ul style="list-style-type: none"> ▪ Include Tribal Education and Human Resources Departments as community partners in Academic Program Reviews. ▪ Expand outreach to Tribal Nations and urban Indian communities highlighting student programs and success stories.

<p>families to become more deeply engaged with the University through events, roundtables, and boards.</p> <ul style="list-style-type: none"> ▪ Encourage and support more partnerships among internal academic programs and with key external partners. <p>3. Increase capacity in critical and emerging fields such as education, health sciences, STEM, and cultural competence.</p> <ul style="list-style-type: none"> ▪ Better engage business and community partners and TRIBES to expand internship opportunities. ▪ Define and develop appropriate pathways for competency-based evaluation and credit. ▪ Determine the best use of technology and other modes of delivering educational and informational content to best engage with learners and communities locally and abroad. ▪ Significantly grow our educational offerings both face-to-face, online and hybrid, to better address growing needs in critical and emerging fields and to better define the UA's role in connecting learners to knowledge and to each other. 	<ul style="list-style-type: none"> ▪ Increase the engagement of cultural competence in emerging fields.
<p>4. Align output with workforce and knowledge needs, in our region and around the world.</p> <ul style="list-style-type: none"> ▪ Expand opportunities to collaborate with schools, agencies, TRIBES, and industry on professional development and certificate programs statewide, nationally, and abroad. ▪ Coordinate with K-12 school districts to ensure that a curriculum adequately prepares students for postsecondary work and that students have clear and preferred pathways to the UA. ▪ Work with business and community leaders, and TRIBAL leaders to develop integrated workforce and economic development plans. 	<ul style="list-style-type: none"> ▪ Partner with local schools to identify best practices among institutions to increase the pool of academically prepared students.



CONCLUSION

The hope and vision of the NAAC is that the 2013 Recommendations Report be a source of information and strategic action to strengthen and support Native American students, Tribal Nations and the University. Recommendations are in alignment with the UA's strategic goals and in accordance with Tribal Consultation policy to engage Tribal governments in meaningful consultation and communication.

With that said, perhaps the most meaningful recommendations are best articulated by those serving and representing their Tribes – the NAAC members themselves. Below are a few of the closing comments provided by council members in regards to their vision for the future:

“My vision is that respect for Tribal sovereignty be recognized and acted upon through the allocation of unassailable resources to NASA.”

“I would like to see true commitment by the University of Arizona to serve our students and Native nations in all areas.”

“My hope is that the University's commitment to the NAAC and NASA will support strategic change for existing and future Native students.”



ACKNOWLEDGEMENTS

The NAAC would like to acknowledge the following members who participated in the workgroup to develop the 2013 NAAC Strategic Recommendations Report:

- Libby Francisco, Chief Operating Officer, Tohono O’odham Gaming Enterprise
- Connie Greenberg, Educator and Advisor
- Melodie Lopez, Co-Founder, Native Education Alliance, President, Indigenous Strategies, LLC
- Joaquin Munoz (on behalf of Pete Guerrero, Interim Education Director) Pascua Yaqui Tribe Education Department
- Marilyn Sando, NAAC Chair, Pima Community College
- Alberto Siqueiros, Superintendent, Baboquivari Unified School District
- Carmen Martinez, Education Department (on behalf of Austin Nuñez, Chairman) San Xavier District, Tohono O’odham Nation
- James Vander Hooven, President, Tohono O’odham Community College

The NAAC would also like to thank the following University of Arizona staff for attending and participating in the workgroup meeting:

- Ben Mills, Interim Director, Native American Student Affairs, Division of Student Affairs
- Christine Salvesen, Director, Academic Success and Achievement, Division of Student Affairs

The NAAC is truly grateful to the service and commitment of Karen Francis-Begay, Assistant Vice President of Tribal Relations and the Executive Office of the President. We would like to express our sincere appreciation for hosting the meeting and for convening the NAAC since its inception in 2002.

Appendix A

The University of Arizona President's Native American Advisory Council Members

listed alphabetically by category

Tribes

- Louis J. Manuel, Jr., Chairman, Ak-Chin Indian Community
- Gregory Mendoza, Governor, Gila River Indian Community
- Ned Norris, Jr., Chairman, Tohono O'odham Nation
- Austin Nuñez, Chairman, San Xavier District, Tohono O'odham Nation
- Terry Rambler, Chairman, San Carlos Apache Tribe
- Ben Shelly, President, Navajo Nation
- LeRoy Shingoitewa, Chairman, Hopi Tribe
- Peter Yucupicio, Chairman, Pascua Yaqui Tribe

Tribal Colleges

- Maggie George, President, Diné College
- James Vander Hooven, President, Tohono O'odham Community College

Community

- Roxanne Begay-James, Director, Native American Studies, Tucson Unified School District
- Jacob Bernal, Executive Director, Tucson Indian Center
- Libby Francisco, Chief Operating Officer, Tohono O'odham Gaming Enterprise
- Connie Greenberg, Educator and Advisor
- John Lewis, Executive Director, Inter Tribal Council of Arizona
- Melodie Lopez, Co-Founder, Native Education Alliance, President, Indigenous Strategies, LLC
- Marilyn Sando, NAAC Chair, Pima Community College
- Alberto Siqueiros, Superintendent, Baboquivari Unified School District

Appendix B



COMMUNITY DIVERSITY ADVISORY COUNCILS

The UA President's Community Diversity Advisory Councils strengthen relationships between the University and the diverse communities within the State of Arizona by serving as a communications conduit and by developing mutually-beneficial partnerships. The Community Diversity Councils are advisory in function.

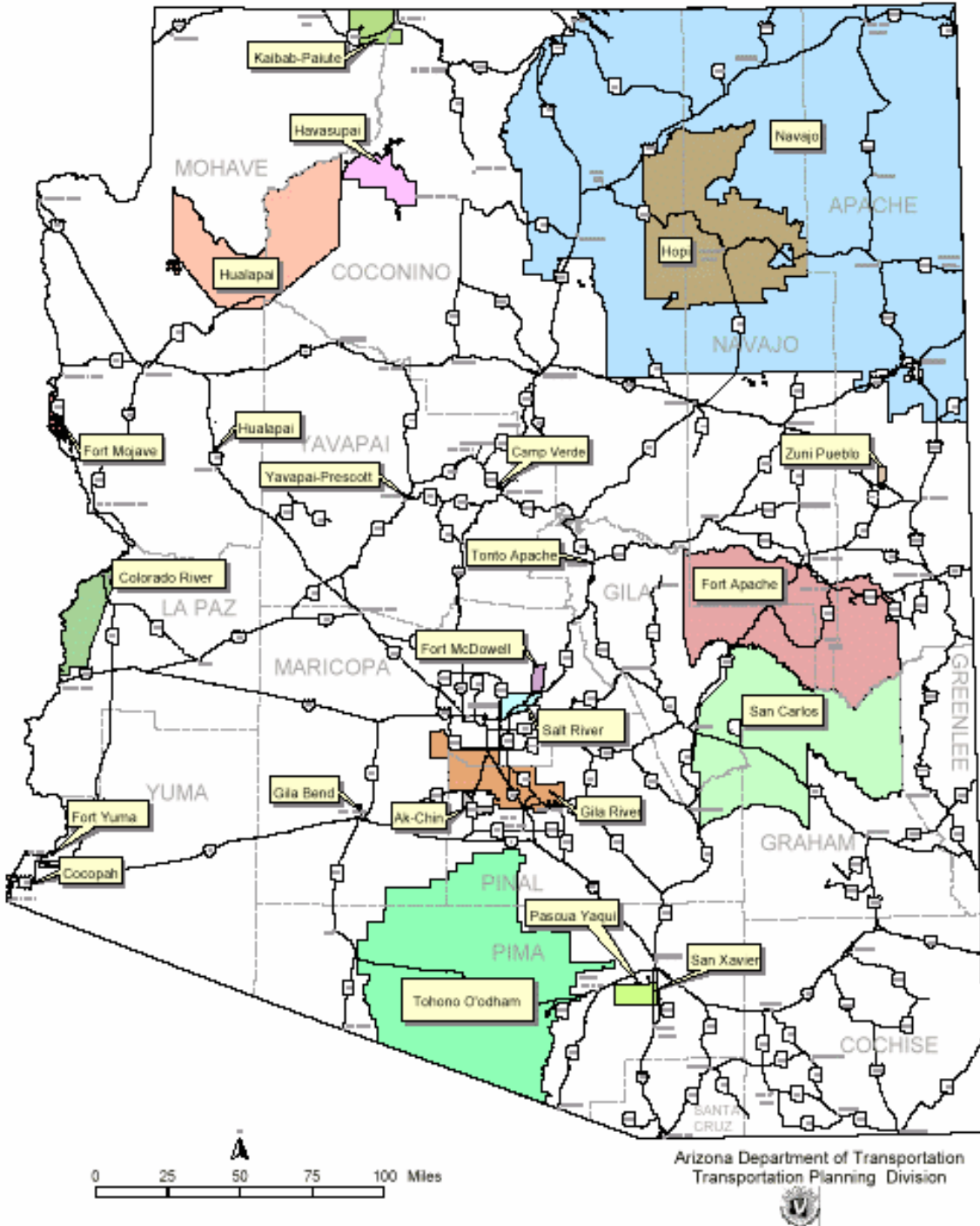
Council Members:

- Serve as ambassadors from the University to the Southern Arizona community and beyond (e.g., prospective employees and students, etc).
- Advise the President about issues from respective communities including, but not limited to: needs, perceptions of the University, and awareness of University resources/programs.
- Act as a sounding board for the President.
- Support the UA's Strategic Directions.
- Help the University develop partnerships to serve Arizona communities.

Former UA President Peter Likins established the Community Diversity Advisory Councils in 2002 to get feedback on community issues that impact the University of Arizona (UA) from stakeholders that have traditionally been marginalized in higher education.

Appendix C

MAP OF TRIBAL LANDS IN ARIZONA



Visit the Inter Tribal Council of Arizona, Inc. website for more information about Tribes in Arizona. http://itcaonline.com/?page_id=16

Appendix D



In the fall of 1999, the Fort McDowell Yavapai Nation appeared before the Arizona Board of Regents (ABOR) and announced its second \$1.0 million gift to be shared equally among Arizona's three state universities. To ensure that American Indian students receive the support at each university, 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. The university designees were charged to meet regularly to discuss challenges and opportunities in promoting student success. With the encouragement by the Fort McDowell Yavapai Nation, the Arizona Tri-Universities for Indian Education (ATUIE) was officially formed on November 17, 2000. It opened the meetings to other institutions. In 2006 the state's two tribal colleges joined ATUIE and in 2007, Maricopa Community Colleges joined the organization.

Vision: To promote educational opportunities and guide the state universities, tribal and community colleges in improving academic and student services for American Indians, Alaska Natives and other indigenous students.

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

Student Initiatives

1. Student Recruitment - collaborative recruitment to/for tribal communities.
2. Student Retention - disseminate information for students on scholarships, internships, employment, conferences, and other resource information.
3. Graduation - develop needs assessments on factors that impact student success.
4. Partnerships in strategic planning - conduct forums, conferences, summits or strategic planning meetings with tribes to address tribal needs and foster communication.

Policy & Advocacy Initiatives

1. Tribal Consultation Policy – assist in the development of a policy that will guide the university's work with tribal communities.
2. State Residency Policy - advocate for an amendment to the in-state residency policy to recognize tribal sovereignty by providing in-state tuition to all members of Arizona's federally recognized tribes REGARDLESS of where they permanently reside.
3. Inter-Governmental Agreements (IGA) - develop IGAs between tribal scholarship programs and institutions for purposes of sharing student information to process tribal scholarships.
4. Relationship Building – develop stronger relationships with state legislators and other state political entities.

CONTACTS

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- Karen Francis-Begay, Office of the President, The University of Arizona; kfbegay@email.arizona.edu

www.atuie.com

Executive Order 2006-14
Consultation and Cooperation with Arizona Tribes

WHEREAS, Arizona is home to 22 federally-recognized American Indian Tribes ("Tribes") who have existed since time immemorial, long before the formation of the United States and the entry of the State of Arizona into the union; and

WHEREAS, the land of these 22 Tribes comprises approximately 28% of Arizona's land base; and

WHEREAS, these tribal members are citizens of our great State, possess all the rights and privileges afforded by Arizona to its citizens, and, along with other American Indians, comprise approximately five percent of Arizona's population; and

WHEREAS, the State of Arizona recognizes and supports the right of these 22 tribal governments to exercise sovereign authority, as defined by federal law, over their members and their territory; and

WHEREAS, it benefits the State of Arizona to partner with tribal governments on issues affecting all of Arizona as well as to ensure that state services and resources are available to all eligible state citizens residing in Arizona tribal communities to the same extent that such services are available to all other eligible state citizens; and

WHEREAS, a spirit of cooperation should guide the continuing government-to-government relationships between the State of Arizona and the Tribes that call Arizona home; and

WHEREAS, meaningful and timely consultation with Arizona's Tribal leaders will facilitate better understanding and informed decision making.

NOW, THEREFORE, I, Janet Napolitano, Governor of the State of Arizona, by virtue of the authority vested in me by the Constitution and the laws of this State, hereby order and direct as follows:

1. All Executive Branch agencies shall develop and implement tribal consultation policies to guide their work and interaction with federally-recognized Tribes in Arizona. Consultation requires that to the extent practicable and permitted by law, state agencies and offices shall seek input from appropriate elected or appointed tribal officials before undertaking any action or policy that will, or is reasonably believed to, have the potential to affect a tribal community or its members. Further, state agencies and offices shall, to the fullest extent possible and to the best of their ability, integrate the input generated from tribal consultation into their decision-making processes to achieve mutually acceptable solutions.
2. All Executive Branch agencies shall designate a member of their staff to assume responsibility for the agency's implementation of the tribal consultation policy and to act as the principle point of contact for tribal issues.

3. All Executive Branch agencies shall review their tribal consultation policies each year and submit an electronic report to the Governor and the Legislature to describe all action undertaken as a result of the implementation of these policies. Electronic copies of these annual reports shall be provided to the Arizona Commission of Indian Affairs, which will make them available to Arizona's tribal leaders.

IN WITNESS WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Arizona.



Janet Napolitano
GOVERNOR

DONE at the Capitol in Phoenix on this 14th day of September in the Year Two Thousand and Six and of the Independence of the United States of America the Two Hundred and Thirty-First.

ATTEST:

Janice K. Brewer
SECRETARY OF STATE



1-118 Tribal Consultation

- A. The Arizona Board of Regents and the universities value their relationships with sovereign tribal governments throughout Arizona, across the country and around the world. The purpose of this policy is to describe the consultative approach to be taken to promote and protect these important relationships.
- B. The Board and the universities will seek input from appropriate elected or appointed tribal officials before undertaking any action or policy that will, or is reasonably believed to, have the potential to affect a tribal community or its members. The universities will defer to guidance from each tribe to determine who has authority to provide input on behalf of the tribe for individual issues. This policy is not intended to address matters such as tuition setting and other general issues that affect tribal members or communities to the same extent as the general population.
- C. The Board and the universities agree to work in good faith to integrate the input generated from tribal consultation into their decision-making to achieve mutually acceptable solutions on issues that have the potential to affect a tribal community.
- D. The chair of the Board will designate a member of the system office staff to serve as a tribal liaison for the Board. Each university president will designate a member of the university staff to serve as a tribal liaison for the university and will communicate that designation to the president of the Board.
- E. Each university will adopt and submit for Board review and approval a tribal consultation policy that implements this policy. Each university will submit an annual report to the Board on the activities undertaken pursuant to the university tribal consultation policy.
- F. As part of its consultative policy, each university will address consultation with tribal governments regarding university research that may affect the tribe or its members. University research protocols will comply with all protections provided by applicable law. In addition, collaborative research between tribal entities and universities will uphold the following fundamental principles:

1. Government-to-government relationship.

The Arizona Board of Regents and the universities it governs recognize and value the sovereign authority of the 22 Indian tribal governments in Arizona.

2. Open, continuous and meaningful tribal consultation.

The Board and universities will take affirmative steps to communicate early with individual tribal governments regarding proposed research involving tribes to arrive at mutual agreement regarding any proposed research. The Board and the universities will first initiate written communication with the tribal institutional review board. If no tribal institutional review board is established, the Board and universities will contact the highest levels of tribal government in writing to describe the proposed research and to seek guidance regarding appropriate tribal contacts and applicable tribal research codes or policies.

3. Collaborate in design, conduct and dissemination of research.

Universities and tribes will collaborate in the design of research in which they jointly choose to participate. Each party to the joint research will consult with all other parties regarding confidentiality, ownership of data and results, use of land or other resources, ownership and disposition of any biological materials collected in the course of research, proposed changes in the research, and proposed publications or presentations relating to the research. Information should be shared in a manner that is reasonably understandable by all parties.

G. University consultation policies will also address training for researchers with regard to the protocol.

H. Each year the board will submit a report to the office of the Governor to reflect activities undertaken at the Board and the universities pursuant to the consultative tribal policies.