Collaborating for Change: New Directions for Meeting the Higher Education Needs of Urban American Indians

The Final Report for the American Indian Urban Higher Education Initiative Two-Year Research and Planning Phase

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Acknowledgments

Many people helped us along the path to bring about a better future for urban American Indian students, faculty, and staff of the six partner institutions.

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William Frame, President
Marie McNeff, Dean of the College

_Fond du Lac Tribal & Community College_
Lester “Jack” Briggs, President
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_Metropolitan State University_
Dennis Nielsen, President
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— Contents —

CHAPTER 1
Introduction .................................................................................................................. 1

CHAPTER 2
History of Urban Indian Education ............................................................................. 5

CHAPTER 3
Profiles of Partner Institutions .................................................................................. 22

CHAPTER 4
Needs Assessment ....................................................................................................... 58

CHAPTER 5
Response of Partner Institutions ............................................................................... 78

CHAPTER 6
Planning Goals .......................................................................................................... 101

CHAPTER 7
Recommendations ..................................................................................................... 115

APPENDICES
A—Reflections on American Indian Higher Education ............................................. 121
B—Profile of the Minnesota Office of Indian Education ........................................... 129
C—AIUHEI Important Events ..................................................................................... 133
D—Project Participants ............................................................................................... 135

BIBLIOGRAPHY ....................................................................................................... 138
CHAPTER 1

Introduction

The net effect of the last twenty-five years of Indian higher education in the Twin Cities remains dismal. Despite increased enrollment, the retention and graduation rates of American Indian students continue to be low, averaging less than 4 percent for all the higher education institutions and programs—public and private, two- and four-year, graduate and professional—in the Twin Cities.

Higher education opportunities in the Twin Cities rank among the best available in the nation. In addition to a high concentration of accredited colleges and universities in the seven-county area, these institutions offer a full complement of academic and professional programs. In spite of their success in so many areas, however, these public and private institutions have yet to resolve one common and persistent problem: how to effectively serve the higher education needs of the urban American Indian community.

The problem is not new. In the past, most Twin Cities post-secondary institutions have initiated programs to increase the enrollment of Indian college students and improve retention and graduation rates. Most of the schools have added Indian content to their curriculum in the form of coursework and Indian Studies majors and programs. A few colleges have targeted Indians for special training to become teachers, educational administrators, and social workers. Fewer still have taken a collaborative approach to this shared concern. Yet, the net effect of the last twenty-five years of Indian higher education in the Twin Cities remains dismal. Despite increased enrollment, retention and graduation rates continue to be low, averaging less than 4 percent for all the higher education institutions and programs—public and private, two- and four-year, graduate and professional—in the Twin Cities.

Nevertheless, the problem has a solution. This report documents several ways in which higher education institutions can better serve the needs of urban American Indians. While not a strict blueprint for change, this document offers broad goals and recommendations intended to guide the five-year implementation process. The recommendations we offer are grounded in
the common goal of educating people today for a stronger community tomorrow.

**Participants**
The AIUHEI represents a coming together of higher education professionals, post-secondary educational institutions, Indian community organizations, and foundation funders. Specifically, Initiative participants include:

- Six higher education partner institutions (Augsburg College, Fond du Lac Tribal and Community College, Metropolitan State University, Minneapolis Community and Technical College, Native American Educational Services College–Twin Cities, and the University of Minnesota–Twin Cities);
- Two American Indian organizations (the American Indian Housing Corporation and the American Indian Research and Policy Institute); and
- Five funders (the Bush Foundation, the Minneapolis Foundation, the Otto Bremer Foundation, the Two Feathers Fund, and the Center for Urban and Regional Affairs of the University of Minnesota);
- Fifteen members of the Higher Education Coordinating Team, which serves as the advisory group for the Initiative. The team includes members from the partner institutions and from metro-area American Indian organizations. A complete listing of project and research team personnel appears in Appendix B.
- Seven members of the Planning and Research Team, including Margaret Peake Raymond, the project coordinator, Elizabeth Blue, W. Roger Buffalohead, Priscilla Day, Lenore Franzen, Brian Klopotek, and Michael Raschick.

**Organization of Planning Report**
This report is organized as follows.
*Chapter 2* presents a brief history of American Indians and higher education, with a special focus on the Twin Cities. It explains the development of tribal colleges as well as mainstream institutions' interest in urban American Indian students.

*Chapter 3* provides anecdotal and statistical profiles of the six partner institutions, as well as profiles of related educational programs for American Indians. The information gathered for this chapter came from the institutions' response to a lengthy survey/questionnaire.
CHAPTER 2

History of Urban Indian Education

In the historical literature piling up in our libraries, the missing ingredient is often an American Indian perspective. Indian history through Indian eyes is still the exception, rather than the rule.

American Indians have lived in the Twin Cities areas longer than all other Minnesotans. Both the Dakota and Ojibwe from northern Minnesota have oral recollections of major events that took place in and around Minneapolis and St. Paul. Dakota villages once dotted the landscape, and their trails are now major thoroughfares, like Hennepin Avenue. Contact with European explorers came early in the 1700s and was followed by advancing white settlement, which eventually changed the course of Indian history and established the Twin Cities metropolitan area. Yet, throughout the changes, the presence of American Indians in the Twin Cities has remained constant. This chapter tells the story of their relations with Minnesota, with a special focus on Indian higher education.

The education of American Indians in Minnesota is similar to that in other states around the country.* When missionaries came to convert Indians in the 1700s and 1800s, they also offered education. By 1833, an Ojibwe spelling book existed. Among the Dakota, the two Pond brothers arrived in 1834 and devised a written language, out of which grew grammar books and the first Dakota dictionary.

Most treaties signed in Minnesota had an education provision. Day schools were soon replaced by boarding schools, which were considered more effective because they removed children from the influences of home and culture. These

* The opening material on early education efforts comes from the late Elizabeth Ebbott's *Indians in Minnesota* 4 ed. Much of the historical overview of the urbanization of Indians draws on an article by Pauline Brunette Danforth, “The Minneapolis Urban Indian Community,” which appeared in *Hennepin County History*. The sections covering American Indians and higher education and the tribal college movement were developed by W. Roger Buffalohead. We are grateful for their research on these subjects.
Most were volunteers, not draftees, and they garnered 71 air medals, 51 silver stars, and 47 bronze stars for valor on the battlefield.

Out of an estimated national Indian population of 400,000 in 1940, almost one-sixth relocated during the war years. Indians who moved to the Twin Cities worked in the wartime factories of companies such as Honeywell, Northern Pump, Minneapolis Moline, and Crown Iron Works. Ordnance plants in Rosemount and New Brighton also hired defense laborers. Indian men and women worked as mechanics, assemblers, riveters, welders, and electricians. Many Indian women also worked as nurses, cooks, launderers, and domestics.

In 1948, under the guidance of the mayor's Council of Human Relations, church groups, social agencies, and Indian people gathered to address the growing problem of Indians in poverty. Out of those discussions came American Indians Inc., a group that worked for the welfare of Indian people, to better Indians' opportunities in the city, and eventually to sponsor an urban Indian center. Increasingly, Indians were discovering, it was becoming necessary to band together as a people to help resettle the swelling urban population and to resist the assimilationist trend, as mandated by the 1948 federal Indian Task Force, which stated that "assimilation must be the dominant goal of public policy."

The push for assimilation continued throughout the 1950s, when Indian people were encouraged to leave the reservation and join the mainstream of American society in cities. But this only created difficulties for American Indians. Used to a reservation environment, they faced overcrowded conditions. Discouraged against individual acquisitiveness, Indian families now struggled to manage their finances. A number of support services were created to help. The Upper Midwest American Indian Center was established in 1954. An informal friendship and support group, the center assisted its members and newcomers with finding jobs and housing. It helped them continue Indian traditions, such as naming ceremonies for children and pow-wows. It also helped Indians obtain food and clothing. The Division of Indian Works was established in 1952 by the United Church Committee on Indian Works, initially as a referral and advocacy service. DIW also involved local churches and maintained contact with reservation leaders. Settlement houses helped American Indians gain unity through friendships and alliances. The federal government Indian
students learned basic skills in the context of Indian culture. Also during the '70s, a Department of Indian Education was created to serve the Minneapolis and St. Paul Public Schools. The Little Earth housing project was completed and the first urban Indian Health Board formed to provide health care to Indian people in Minneapolis. A host of other agencies, staffed by Indian people, were organized during this period, including chemical dependency treatment facilities, a halfway house, and an Indian Upward Bound, a program that encourages academic achievement leading to college.

In 1979, the American Indian Opportunities Industrialization Center (AIOIC) was incorporated as a response to a high unemployment rate within the Minneapolis American Indian community. The mission of AIOIC is “to train and retrain unemployed and underemployed people in a culturally conducive environment while meeting the needs of the whole person and to place them in meaningful employment; and to promote related educational and community-developmental projects.”

AIOIC is governed by a board of directors, which includes community leaders, persons from the public and private sectors, and representatives from post-secondary educational institutions. Of the 70 OICs across the country, the Minneapolis AIOIC is the first one to be operated and controlled by American Indians and to serve primarily American Indians.

Since the 1970s, many organizations designed to serve urban American Indians have been created. By decade, the following is a list of some of those efforts specifically related to education:
After the initial promise that these programs and agencies would, in their respective ways, improve the lives of Indians in the Twin Cities came the realization that the road to change would be long. No easy solutions existed to correct decades of efforts to deny Indian people their culture and their rightful place in society.

Yet this was also a period during which Indians and non-Indians began partnerships designed for the urban Indian voice to be heard and urban Indian needs to be addressed. These partnerships represent what we hope signals a long-term commitment to addressing the issues facing urban American Indians, particularly education.

Such a commitment was further expanded in 1988 with the passage of the Minnesota Indian Education Act. The act brought together the various Indian Education programs under a comprehensive plan, known as the Indian Education Activity Office of Teaching and Learning. The activity office has nine staff located in three offices—St. Paul, Bemidji, and Duluth. Part of the Minnesota Department of Children, Families and Learning, the office has become a national leader in Indian education. It has done so through partnerships between state government, the governments of the 11 tribal nations in Minnesota, and the Department of Children, Families and Learning. Certain issues persist, however. The dropout rate, low achievement on standardized tests, and lack of participation in school activities by American Indian learners are generally the highest of any group in Minnesota. Currently, the Indian Education Activity Office is conducting a statewide needs assessment, visiting all 39 local offices with Indian education grant programs, and convening focus groups to help improve the services the office provides.

**American Indians and Mainstream Higher Education**

Despite the period of Indian urbanization that began in the 1950s, Twin Cities mainstream higher education institutions did little to respond to changes for Indian people. On the statewide level, there was little interest in Indian higher education as well.

One exception was the Minnesota Indian Scholarship Program, established in 1955 by the state legislature. Over the years, funding and the number of
consortium was officed at Hamline University. Its executive director, Anthony Genia, Odawa/Choctaw, was a Ph.D. candidate at the University of Minnesota.

Genia recalled that the low-budget consortium’s work was largely “jawboning.” There were no grants to give, but Genia did have data and arguments about higher education and American Indians in Minnesota and about the special challenges facing Indian students in non-Indian schools. For more than three years, Genia (and other members of the board) visited deans and college presidents throughout the state to make the case for the need for culturally specific student support and the broader use of American Indian Studies as a necessary part of any school’s course offerings. The consortium also worked at various Indian community events in the Twin Cities and on reservations to urge the importance of higher education and to increase awareness of post-high-school opportunities.

These efforts bore fruit. Despite its private-college origins, the consortium helped plan the American Indian Learning Resource Center at the University of Minnesota. MICHE prompted the formation of a task force on the accessibility of Augsburg College to American Indian students, which resulted in the creation of the American Indian Support Program at Augsburg. The consortium also served as an outside resource to the already established minority student office at Macalester College. It helped stimulate first steps toward similar work at the College of St. Catherine and Hamline University, at St. Scholastica College in Duluth, and at Carleton College in Northfield.

During the next decade, most of these early starts on private college campuses slowly waned. The chief obstacles to long-term survival, according to Genia, were a lack of secure funding and, in particular, a lack of consistent advocacy in top administration. Also a factor was the lack of a presence of Indian programs. Only those schools that maintained their programs—St. Scholastica, Macalester, and Augsburg—maintained or increased their Indian student enrollment.

In response to Indian community pressure and a state legislative mandate (135A.12) passed in the mid-1980s, Minnesota public higher education institutions with 10 or more Indian students enrolled were required to form an Indian Advisory Committee. If one didn’t exist, students could formally request
nationally. Today, there are thirty tribally-controlled colleges, including one Indian-controlled college in the Twin Cities, Native American Educational Services (NAES). Of this total, one college offers a master's degree in Indian education. Two offer bachelor of arts degrees, and the remaining provide associate of arts degrees. Tribal colleges have a collective enrollment of about 25,000 full-time students.

Leadership of the tribal college movement has been dynamic. Early on, the tribal colleges formed the American Indian Higher Education Association (AIHEC) to share ideas and assist one another with faculty and program development, accreditation issues, and stabilizing funding (see map of AIHEC tribal colleges on pp. 16-17). AIHEC played a key role in helping the colleges integrate Indian culture into the curriculum and support services. AIHEC also played a major role in passing the Tribally-Controlled Community Colleges Act in the early 1980s, which now provides $2,141 per FTE, a modest but important source of funding for tribal colleges. Tribal college leaders have also won land-grant status for their institutions. They have submitted their programs to outside evaluators and have received high praise for their work in preparing and graduating Indian students. In addition, the Kellogg Foundation is providing approximately $30 million to the colleges for institutional development for a five-year period.

NAES was the first Indian-controlled college to offer the Twin Cities Indian population an alternative degree program specifically designed to meet the cultural and higher education needs of working urban and reservation-based Indian students. Founded in Chicago in 1975, NAES has offered a bachelor's degree in Community Studies in Minneapolis since 1987, graduating 25 students since 1991. Of this number, two have finished graduate degrees and five are currently enrolled in graduate programs. According to Faith Smith, the first and only president of NAES, the degree program is going to be changed to a bachelor's in public policy. To remain financially viable, NAES-Twin Cities needs 30 full-time students. Its average thus far has been under 20. Yet its special strengths—not likely to be duplicated in traditional higher education settings—have caught the interest of and won support from important corporate and foundation donors. Its unusual status as an Indian private college
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<th></th>
<th>Name</th>
<th>Address</th>
<th>City, State, Zip</th>
<th>Phone</th>
<th>Fax</th>
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<tr>
<td>1.</td>
<td>Bay Mills Community College</td>
<td>Route 1, Box 315-A</td>
<td>Brinley, MI 49715</td>
<td>906-248-3354</td>
<td>906-248-3351</td>
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<td>2.</td>
<td>Blackfeet Community College</td>
<td>PO Box 819</td>
<td>Browning, MT 59417</td>
<td>406-338-7755</td>
<td>406-338-7808</td>
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<td>3.</td>
<td>Cheyenne River Community College</td>
<td>PO Box 220</td>
<td>Eagle Butte, SD 57625</td>
<td>605-964-8639</td>
<td>605-964-1144</td>
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<td>4.</td>
<td>College of the Menominee Nation</td>
<td>PO Box 1179</td>
<td>Keshena, WI 54135</td>
<td>715-799-4921</td>
<td>715-799-1308</td>
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<td>5.</td>
<td>Crowpoint Institute of Technology</td>
<td>PO Box 849</td>
<td>Crowpoint, NM 87913</td>
<td>505-786-5851</td>
<td>505-786-5644</td>
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<tr>
<td>6.</td>
<td>D-Q University</td>
<td>PO Box 409</td>
<td>Davis, CA 95617</td>
<td>916-758-4070</td>
<td>916-758-4891</td>
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<tr>
<td>7.</td>
<td>Doll Knife Memorial College</td>
<td>PO Box 98</td>
<td>Lame Deer, MT 59043</td>
<td>406-477-6215</td>
<td>406-477-6219</td>
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<td>8.</td>
<td>Fond du Lac Community College</td>
<td>2101 14th Street</td>
<td>Cloquet, MN 55720</td>
<td>218-879-0890</td>
<td>218-879-0728</td>
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<td>9.</td>
<td>Fort Belknap College</td>
<td>PO Box 219</td>
<td>Harlem, MT 59526</td>
<td>406-353-2607</td>
<td>406-353-2898</td>
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<td>10.</td>
<td>Fort Berthold Community College</td>
<td>PO Box 140</td>
<td>New Town, ND 58763</td>
<td>701-227-3708</td>
<td>701-227-3609</td>
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<td>11.</td>
<td>Fort Peck Community College</td>
<td>PO Box 575</td>
<td>Poplar, MT 59255</td>
<td>406-768-5351</td>
<td>406-768-5552</td>
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<td>12.</td>
<td>Haskell Indian Nations University</td>
<td>PO Box H-1305</td>
<td>Lawrence, KS 66046</td>
<td>913-749-8497</td>
<td>913-749-8411</td>
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<tr>
<td>13.</td>
<td>Institute of American Indian Arts</td>
<td>PO Box 20007</td>
<td>Santa Fe, NM 87584</td>
<td>505-988-6463</td>
<td>505-988-5543</td>
</tr>
<tr>
<td>14.</td>
<td>Lac Courte Oreilles Ojibwa Community College</td>
<td>RR 2, Box 2525</td>
<td>Hayward, WI 54843</td>
<td>715-634-4790</td>
<td>715-634-5049</td>
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<td>15.</td>
<td>Leech Lake Tribal College</td>
<td>Route 3, Box 100</td>
<td>Cass Lake, MN 56633</td>
<td>218-335-2828</td>
<td>218-335-7845</td>
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<td>16.</td>
<td>Little Big Horn College</td>
<td>PO Box 370</td>
<td>Crow Agency, MT 59022</td>
<td>406-638-2228</td>
<td>406-638-7213</td>
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<tr>
<td>17.</td>
<td>Little Hoop Community College</td>
<td>PO Box 209</td>
<td>Fort Totten, ND 58335</td>
<td>701-766-4415</td>
<td>701-766-2229</td>
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<td>18.</td>
<td>Navajo Community College</td>
<td>PO Box 126</td>
<td>Tsaile, AZ 86556</td>
<td>520-724-6669</td>
<td>520-724-3327</td>
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<tr>
<td>19.</td>
<td>Nwbaska Indian Community College</td>
<td>PO Box 428</td>
<td>Macy, NE 68039</td>
<td>402-837-5078</td>
<td>402-837-4183</td>
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<tr>
<td>20.</td>
<td>Northwest Indian College</td>
<td>2522 Kwinna Road</td>
<td>Bellingham, WA 98226</td>
<td>360-676-2772</td>
<td>360-678-0136</td>
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<td>21.</td>
<td>Ogala Lakota College</td>
<td>PO Box 490</td>
<td>Kyle, SD 57752</td>
<td>605-455-2321</td>
<td>605-455-2787</td>
</tr>
<tr>
<td>22.</td>
<td>Red Crow Community College</td>
<td>PO Box 1258</td>
<td>Cardston, Alberta</td>
<td>403-737-2400</td>
<td>403-737-2361</td>
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<td>23.</td>
<td>Salish Kootenai College</td>
<td>PO Box 117</td>
<td>Pablo, MT 59855</td>
<td>406-675-4800</td>
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<tr>
<td>24.</td>
<td>Sinte Gleska University</td>
<td>PO Box 490</td>
<td>Rosebud, SD 57570</td>
<td>605-747-2263</td>
<td>605-747-2098</td>
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<td>25.</td>
<td>Sitting Bull College</td>
<td>HC 1, Box 4</td>
<td>Fort Yates, ND 58538</td>
<td>701-854-3861</td>
<td>701-854-3403</td>
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<tr>
<td>26.</td>
<td>Sisseton Wahpeton Community College</td>
<td>PO Box 689</td>
<td>Sisseton, SD 57262</td>
<td>605-698-3966</td>
<td>605-698-3152</td>
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<tr>
<td>27.</td>
<td>Southwest Indian Polytechnic Institute</td>
<td>Box 1014-9169</td>
<td>Albuquerque, NM 87184</td>
<td>505-897-5347</td>
<td>505-897-5343</td>
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<td>28.</td>
<td>Stone Child Community College</td>
<td>Rocky Boy Route, Box 1082</td>
<td>Box Elder, MT 59521</td>
<td>406-395-4313</td>
<td>406-395-4356</td>
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<td>29.</td>
<td>Turtle Mountain Community College</td>
<td>PO Box 340</td>
<td>Belcourt, ND 58316</td>
<td>701-477-5605</td>
<td>701-477-5028</td>
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<tr>
<td>30.</td>
<td>United Tribes Technical College</td>
<td>3315 University Drive</td>
<td>Bismarck, ND 58504</td>
<td>701-255-3285</td>
<td>701-255-1844</td>
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Ojibwe language instructors and offers a full complement of Indian history and culture courses.

The four-year degree programs are in early childhood education and indigenous studies. The college has teamed with Sinte Gleska Tribal College on the Rosebud Reservation in South Dakota to offer the degree. Students enrolled in programs take the coursework at Leech Lake but are jointly enrolled during their third and fourth year at Sinte Gleska, which is accredited to offer an early childhood education degree. Currently, 10 students are pursuing degrees in early childhood education. The Indigenous Studies degree program reflects the college’s strong commitment to tribal history and culture. Accreditation for the degree is a high priority of the college administration.

Leech Lake Tribal College has a strong interest in distance learning. Recently, the college entered into a pilot program with Bay Mills Tribal College in Michigan to share coursework via telecommunications. At the present time, Leech Lake does not have the funds to purchase the equipment required for interactive distance learning courses. Over the next few years, the program plans to resolve this problem and develop a consortium of four upper Great Lakes tribal colleges (Leech Lake, Fond du Lac, Bay Mills, and Turtle Mountain) offering and receiving distance learning courses.

Leech Lake Tribal College is also examining ways to provide distance learning coursework to seven Indian communities within the reservation. The telecommunication lines needed to provide this service are currently not available, but the college is developing relations with federal agencies and funders to address this need.

White Earth Tribal College was founded in October 1997 with a stated mission to provide “real training for real jobs on the reservation.” The college, although not yet accredited, currently serves 89 students, offering degree programs in business (casino management), Indian Studies, and law enforcement. White Earth enjoys strong support from a Tribal Council Agreement with Northland Community College for the law enforcement degree. White Earth offers 45 of the general education credits required for the
education system for Indian people. Most Indian educators argue that higher education still has failed American Indians.

The number of American Indian students in grades 9 through 12 in the seven-county metropolitan area has remained relatively constant at 1,400 since 1994. In 1997, public schools in the metro area enrolled 37 percent of all American Indian students statewide, but produced only 28 percent of all American Indian graduates. If current trends continue, by 2003, high schools in the metro area will produce fewer than one-quarter of all Native American graduates. Statistics indicate that 497 American Indians in Minnesota graduated from high school in 1996; that number is expected to increase anywhere from 32 to 81 percent between 1997 and 2007. The wide range reflects the significant volatility in American Indian enrollment over the last five years.

Also in 1996, 37 percent of American Indians in Minnesota finished high school, 480 attended college, 99 graduated from four-year institutions, 27 attended graduate school, and 10 completed graduate school. These are embarrassingly low figures for a state with a total Indian population of approximately 50,000, of which about half (25,957) live in the seven-county metropolitan area. While gains have been made since 1965, they have been minimal, suggesting that the First Americans are the Last Americans in higher education.
PARTNER INSTITUTION PROFILE QUESTIONNAIRE

1. What is the institution’s mission? What is the mission of specific American Indian programs the institution offers?
2. What is the institution’s current operating budget?
3. How does the budget break down, by percent, for private, corporate, and public sources of funding?
4. What is the total number of full- and part-time students enrolled for the 1997-98 academic year?
5. How many American Indians have applied to the institution in the last four years? How many of that total were accepted each year?
6. What process does the institution use to identify students by race—HEGIS, self-identification, other?
7. How many American Indian students are currently enrolled? If available, include a breakdown by gender and age.
8. Of these American Indian students, indicate the number enrolled in undergraduate, graduate, medicine, and professional programs.
9. How many American Indian students enrolled at the institution have completed a bachelor’s, master’s, or Ph.D. or other advanced degree? What was the degree in?
10. How many American Indian students receive financial aid? How does that number compare to all other students receiving financial aid?
11. What programs and services does the institution have for American Indian students? On average, how many students participate in these programs and services each year? How does the institution track the program or service’s success?
12. Does the institution have any formal policies or commitments related to American Indian students?
13. Give the current number of American Indian staff the institution employs. Indicate whether they are full-time or part-time.
14. Give the current number of American Indian faculty at the institution. Indicate whether they are part-time, full-time, tenured, or contract.
15. Does the institution recognize imminence credentials when hiring teachers for Indian Studies courses?
16. List American Indian-related classes the institution offers. Include a course description (may submit a catalog with these classes highlighted) and the current number of students enrolled in each.
17. Describe any partnership efforts you participate in with other educational institutions.

AIUHEI Final Report  23
18–54; 18 males, ages 18–49. Nearly all the American Indian students (50) are in undergraduate programs, while the five remaining are in graduate programs. Augsburg has graduated 119 students from undergraduate programs who identified themselves as American Indians.

A breakdown of undergraduate and graduate degrees by major for American Indians is as follows:

Bachelor of Arts accounting (3), American Indian Studies (2), business (18), communications (11), economics (1), elementary education (11), English (2), history (1), international business (2), management information systems (2), philosophy (1), physical education (2), physician assistant (1), political science (4), pre-med (3), psychology (3), secondary education (5), sociology (5), studio arts (3), theater (1), women's studies (1).

Bachelor of Science nursing (3), social work (20).

Master of Social Work 11.

Financial Aid In fall 1997, 87% of all Augsburg day students received financial aid, compared to 90% of American Indian students. The college offers a variety of scholarship opportunities. The Bonnie Wallace Leadership Scholarship, for full-time day students, recognizes incoming freshman and transfer American Indian students with a demonstrated record of and potential for leadership. The Bureau of Indian Affairs/Tribal and State Indian Scholarships, as well as Augsburg American Indian Scholarships, are available to full- and part-time American Indian students who meet specific criteria. For BIA/tribal and state scholarships, students must be a quarter degree Indian ancestry and be enrolled with a federally-recognized tribe.

Augsburg also offers numerous scholarships designated specifically for American Indian students. These scholarships are the Kent Anderson American Indian Scholarship*, Ada Bakken Memorial-American Indian Scholarship*, Cargill Foundation American Indian Scholarship, Grand Metropolitan American Indian Scholarship*, Hearst American Indian Scholarship*, Kerridge/Mueller American Indian Scholarship, Little Six, Inc. Scholarship*,
designed as a special grant and loan forgiveness program. Students who are awarded state teaching licensure may then apply for loan forgiveness for each year the student teaches; one-fifth of the loan will be forgiven.

Augsburg College is also associated with two support organizations that assist students of color. Inter-Race, the International Institute for Interracial Interaction, facilitates interracial understanding in families, schools, places of work, communities, and society. The institute provides training and consultation, research, education, resource centers, publications, public policy, and legal study in five centers. Minnesota Minority Education Partnership (MMEP) is a nonprofit membership organization that works closely with students, communities of color, and representatives from education, business, government, and nonprofit organizations to develop programs that help students of color succeed academically.

**Formal Policies or Commitments** The existence of a 20-year-old program to support American Indian students demonstrates the college's strong commitment to providing access to American Indian students. In keeping with Title IX educational requirements, Augsburg College does not discriminate on the basis of race, creed, national or ethnic origin, age, gender, sexual orientation, marital status, or handicap in its admissions policies, educational programs, activities, and employment practices. Augsburg has a designated affirmative action coordinator for discrimination inquiries or grievances.

**American Indian Faculty and Staff** Augsburg has one full-time, tenured American Indian faculty member, and seven non-tenured, part-time members. The college has four American Indian staff members. Two are considered "professional" and two "office/clerical". Three are full-time, one is a temporary employee.

**Eminence Credentials** Augsburg recognizes eminence credentials, such as A.B.D., when hiring teachers for Indian Studies courses.
**Fond du Lac Tribal & Community College**

Fond du Lac Tribal & Community College is located in Cloquet, Minnesota. It was created by the Minnesota Legislature in 1987 and chartered as a tribal college by the Fond du Lac Reservation that same year. The first classes were held fall quarter of that year.

**Mission**  The mission of the college is “to acknowledge the right of each individual to achieve a sense of self-actualization and to provide for the building of educational and civic relationships through the medium of education and lifelong learning. Fond du Lac Tribal & Community College will enhance the academic, economic, and cultural growth of the community through programs of educational excellence and a commitment to celebrate the diverse cultures of our community.

“To achieve the principles of its mission, Fond du Lac Tribal & Community College shall:

- Promote scholarship and academic excellence through transfer and career education
- Provide educational opportunities to community residents of all ages to foster a commitment to lifelong learning
- Provide access to higher education by offering developmental education
- Provide educational access to historically underserved populations, particularly Ojibwe communities
- Promote the language, culture and history of the Ojibwe
- Promote teaching excellence
- Provide opportunities for applied research
- Provide programs which will celebrate the cultural diversity of our community and promote global understanding.”

**Operating Budget**  The institution's current operating budget is $3,931,704. Of that total, 23% comes from tuition and fees, 75% from state and federal funding, and 2% from corporate or private sources.

**Student Profile**  For the 1997-98 academic year, total enrollment of full- and part-time students was about 465. The college estimates that 100 to 120
American Indian-related classes Fond du Lac offers 25 classes that are American Indian-related.
In the American Indian Studies Department:
• Federal Laws and the American Indian
• Survey of Bilingual American Indian Education
• Chippewa of Lake Superior
• Special Topics in American Indian Studies
• Practicum
• Contemporary Indian Concerns

In the Anishinaabe Language Department:
• Introduction to Anishinaabe Language
• Anishinaabe Language II
• Anishinaabe Language III
• Special Topics
• Anishinaabe Language IV
• Examination of Anishinaabe Language

In the Anthropology Department:
• Introduction to American Indian Studies
• Native Skywatchers

In the Art Department:
• American Indian Art

In the Business and Office Technology Department:
• Tribal Management

In the Health Department:
• Personal, Tribal and Community Health

In the History Department:
• American Indian History I
• American Indian History II
Metropolitan State University

Mission Metropolitan State University is “committed to meeting the higher education needs of the Twin Cities metropolitan population . . . with emphasis on underserved groups, including adults and communities of color. Within the context of lifelong learning, the university will build upon its national reputation for innovative student-centered programs that enable students from diverse backgrounds to achieve their educational goals. The university is committed to academic excellence and community partnerships through curriculum, teaching, scholarship, and services designed to support an urban mission.

Operating Budget Metropolitan State University’s current operating budget is $30 million. A breakdown of funding sources was not provided.

Student Body Profile Metropolitan State University has 2,500 full-time students and 5,300 part-time students. MSU students are primarily working adults who typically take one course a semester and may stop for varying lengths of time.

In the last four years, 173 American Indians have applied and 152 were admitted. For fall semester 1998, 38 American Indians were enrolled; their credit loads ranged from one to 18 credits. Fifty-eight students are considered active undergraduates, which means they enrolled in a Metro State University course in the last year. Of that total 38 are women and 18, men. The age breakdown is: 2 (under 20), 17 (ages 20-29), 12 (ages 30-39), 19 (ages 40-49), and 6 (ages 50-60).

The institution identifies students by race by asking them to self-identify on the intake form and the application for admission. That racial identification is then recorded by code in the Student Record System.

Financial Aid Ninety-five percent of American Indian students at Metro receive some kind of financial aid from the usual sources—Pell Grants, tribal assistance, and the Minnesota State Indian Scholarship Program.
American Indian Literature
American Indians in Film
American Indian History Theory Seminar

Many of these courses are taught by a tenured faculty member who is on leave for 1998-99. Enrollment from previous classes is unknown.

**Partnership Efforts** Currently, the Center for Community-based Learning has an ongoing relationship with the American Indian Research and Policy Institute, where students engage in reality-based research.
(25–29); 57 students (30–39); 24 students (40–55); 1 student (over 55); 3 students (age unknown).

The questionnaire did not have statistics regarding the number of American Indian students who have completed a bachelor's degree and in what area.

Financial Aid The questionnaire did not respond to the question related to the number of American Indian students who applied for, and received, financial aid.

American Indian Programs/Services MCTC currently has one American Indian student advisor, Renée Beaulieu-Banks, in the Office for Multicultural Student Services. Renée handles most of the services for American Indian students, including financial aid, degree plans, and other assistance. The office keeps files on students that use it so as to track their success. About 60 to 70 students use the office on a regular basis.

Renée is also advisor to the American Indian student organization on campus, United Nations of Indian Tribes for Education (U.N.I.T.E.). She facilitates groups and helps organize events and fundraisers on campus. While participation in U.N.I.T.E. varies, about 15 students regularly participate in meetings and events. Renée tracks this by having a check-in at the meetings.

Policies or Commitments to American Indian Students MCTC does not have any formal policy or commitment related to American Indian students at this time.

Faculty and Staff MCTC has four part-time American Indian faculty on staff. It employs five full-time staff and two part-time staff. The institution recognizes imminence credentials when hiring teachers for Indian Studies courses.
Native American Educational Services College—Twin Cities

Native American Educational Services (NAES) is a private American Indian college with four campuses located on two reservations and in two urban Indian communities (Fort Peck Reservation, Montana; Menominee Reservation, Wisconsin; Chicago, Illinois; Minneapolis, Minnesota).

NAES—Twin Cities opened in January 1988. The college is located in the south Minneapolis community of Phillips, which has the largest population of American Indians in the Twin Cities area. The majority of the Native population in Phillips represents the Minnesota Chippewa Tribes. The majority of its students are the first in their families to enter college. Most are single parents or foster parents with children living at home. NAES has had nine graduates since it began operating. NAES has taken a leading role in providing an educational center where Indian and non-Indian people can learn about the unique legal status of Native people.

Mission "NAES . . . educates to meet the demands of the new leadership in our rapidly changing society of which the Indian and tribal communities are an integral part. The instructional program, community based in focus and national in scope, integrates tribal knowledge, learning and intellectual traditions into academic curriculum and process, providing a liberal arts education tribally defined."

Operating Budget The fiscal year 1997-98 operating budget for NAES College is $1,206,722. The operating budget for the Twin Cities campus is $140,729. The Twin Cities budget is funded primarily from tuition revenues (78%) and private sources (22%).

Student Body Profile The current number of students enrolled are 20 full-time, three part-time. All current students are American Indian (full-time breakdown: 12 female, eight male). Over the past four years, average student population has been 20 to 30 students per semester. This average reflects the number of students who completed the application process; few, if any, were rejected. NAES typically has two to four applicants each semester who, once accepted, decide not to go to school or choose another school. Students use a
Core areas of study consist of five seminars and five related projects. Students choose from the following topics:

- Dynamics of language and culture (8 students for spring semester)
- Dynamics of history
- Dynamics of government and law
- Dynamics of education
- Dynamics of health
- Dynamics of human services (12 students for fall semester)
- Dynamics of economics
- Dynamics of management (10 students for spring semester)
- Dynamics of planning and development
- Dynamics of business
- Dynamics of environment and natural resources
- Dynamics of science and technology
- Dynamics of philosophy and world view (7 students for fall semester)

NAES College—Twin Cities also offers language instruction in Ho-Chunk and Ojibwe at the beginning, elementary, intermediate, and advanced levels.

**Partnership Efforts**

NAES College has been involved with the AIUHEI from the beginning. NAES has also been involved in the All-Metro Graduation Banquet Committee for a number of years.
mutual respect, free from racism, sexism, and other forms of prejudice and intolerance; that assists individuals, institutions, and communities in responding to a continuously changing world; that is conscious of and responsive to the needs of the many communities it is committed to serving; that creates and supports partnerships within the University, with other educational systems and institutions, and with communities to achieve common goals; and that inspires, sets high expectations for, and empowers the individuals within its community.”

Operating Budget  The current operating budget is $1.8 billion. A breakdown of the budget shows that the University receives 49% of its support from public sources, 39% from auxiliary enterprises (income from self-supporting units such as residence halls and parking and printing services), 11% from tuition, and 1% from corporate and private sources.

Student Body Profile  The questionnaire did not provide information regarding the total number of full- and part-time students enrolled for the 1997-98 academic year. Following are the number of American Indians who have applied to the University, been accepted, and subsequently enrolled in the last four years:

<table>
<thead>
<tr>
<th></th>
<th>Applicants</th>
<th>Offers</th>
<th>Enrollees</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>133</td>
<td>93</td>
<td>43</td>
</tr>
<tr>
<td>1996</td>
<td>143</td>
<td>94</td>
<td>41</td>
</tr>
<tr>
<td>1995</td>
<td>160</td>
<td>107</td>
<td>50</td>
</tr>
<tr>
<td>1994</td>
<td>112</td>
<td>73</td>
<td>38</td>
</tr>
</tbody>
</table>

The University uses student self-identification to identify students by race. The American Indian enrollment for fall quarter 1998 was 286. Comparable enrollment figures for fall quarters 1994, 1995, 1996, and 1997 were, respectively, 258, 271, 273, and 289. A breakdown, by gender, for 1998 enrollment figures is 161 female and 125 male. An age breakdown for 1998 enrollment figures shows a fairly even split, with 164 students under age 25, and 122 over age 24.
significantly higher than the stated enrollment of 289 American Indians for the 1997-98 academic year.

**American Indian-related Programs and Services**  
The University of Minnesota is an equal opportunity educator and employer. All of its programs and services are open to American Indian students. There are also many programs and services targeted specifically to American Indian students and students from other underrepresented groups. These programs and services include:

- Alliance of First Nations Graduate Students (625-6858)
- American Indian Law Student Association (625-1000)
- American Indian Learning Resource Center (624-2555)
- American Indian Student Cultural Center (624-0243)
- American Indian Student Association (624-0243)
- American Indian Admissions Counselor/Office of Admissions (625-9565)
- American Indian Science and Engineering Society—U of M Chapter (624-0243)
- Center for American Indian and Minority Health (626-2075)
- Dakota-Lakota Language Society (624-6808)
- Minnesota Indian Affairs Listserv: minn-ind@tc.umn.edu
- Multicultural Institute of the Academic Health Center (625-5412)
- Ojibwe Language Society (624-573?)
- Upward Bound (625-0772)

A listing of departments can be found on the university’s web site:  
http://www1.umn.edu

The American Indian Learning Resource Center (no information provided by institution)

**Formal Policies and Commitments**  (No information provided by institution)

**American Indian Faculty and Staff**  
As of October 1997, the University had nine full-time tenured faculty who were American Indian, five tenure-track faculty, and one part-time faculty member who serves as lecturer, teaching specialist, or research specialist.
and Minneapolis and St. Paul recreation centers, the University has created links with area elementary schools.

- Minneapolis Pathways involves increased collaboration between the Minneapolis Public Schools and the postsecondary institutions serving Minneapolis to develop pathways of comprehensive and integrated K-16 services. The University partners with the Minneapolis Public Schools, Minneapolis Community College, Minneapolis Youth Trust, Augsburg College, College of St. Catherine, Dunwoody Institute, Metro State University, Minnesota Minority Education Partnership, and the University of St. Thomas.

- Minnesota Minority Education Partnership (MMEP) is a collaborative of postsecondary institutions, school districts, and community agencies that works to address the issues of access and quality for students of color by forming and convening partnerships, serving as an advocate, and developing programs.

- Minority Encouragement Program (MEP) is a collaborative effort established with the St. Paul Public Schools to increase the enrollment of academically prepared students of color at the University, and to provide support mechanisms that will promote their retention through graduation.

- Cool Camp is a unique partnership with Augsburg College, Minneapolis Community College, Franklin Middle School, Minneapolis Youth Truth, and the University of Minnesota YMCA. Franklin Middle School students are given the opportunity to spend one week at each college to help students become aware of their postsecondary options and prepare for the Minnesota Basic Skills Test.
American Indian Opportunities Industrialization Center

The American Indian Opportunities Industrialization Center (AIOIC) was incorporated in November 1979 as a response to a high unemployment rate within the Minneapolis American Indian community. Of the 70 OICs across the country, the Minneapolis AIOIC is the first one to be operated and controlled by American Indians and to serve primarily American Indians. In 1990, AIOIC purchased and remodeled a 28,000 square foot facility in the heart of the urban Indian community to house all of its programs.

The mission of AIOIC is “to train and retrain unemployed and underemployed people in a culturally conducive environment while meeting the needs of the whole person and to place them in meaningful employment; and to promote related educational and community-developmental projects.” AIOIC is governed by a board of directors, which includes community leaders, persons from the public and private sectors, and representatives from postsecondary educational institutions.

AIOIC has five component programs. The Minnesota Family Investment Program, the Adult Basic Education Program (ABE/GED), School-to-Work Program (STW), the Job Training Partnership Act (JTPA), and a school of business and office technology. AIOIC runs a licensed day care on the premises for its clients and employees. For the year 1996-97, 1,546 American Indians participated in AIOIC programs. The child care served the families of 20 preschoolers and 14 toddlers.

American Indian Student Enrollment
MIP: about 230 American Indian clients, 33% of OIC’s caseload
ABE/GED: 80 students; the School of Business, 40 students
STW: 650 students a year; 90 receive the full range of services
JTPA: 30 full-time American Indian students

Indian Education Committee ABE/GED is part of a local American Indian Adult Education Consortium. The other components of AIOIC do not have an Indian Education Committee.
process, inclusion of courses that have no practical application, no family or friend support, no sensitivity to family crisis, day care problems, and large costs requiring loan for attendance. 
STW: Low skills, motivation, and lack of emotional support. 
JTPA: Lack of adequate planning and knowledge about resources; insufficient basic skills for postsecondary education.

AIUHEI Partnership Efforts 
MFIP: Each institution needs to have an Indian liaison person with a continued presence on our campus. Alumni organizations could make presentations to our students and serve as role models. What about a mentor program at each institution? 
ABE/GED: Articulation agreement for credit transfer to ensure smooth transition from our programs to theirs. 
STW: Articulation agreements, PSEO, technical assistance in engineering, manufacturing, and information technology. 
JTPA: Work with students to develop realistic education plans. Refer potential students to other resources, such as JTPA, before they start school.
High School has an International B.A. preparation program, and South High School provides a solid college preparation program.

Overall, the MPS has many opportunities for American Indian students to prepare for post-secondary experiences.

Tracking the Success of Readiness Programs  Overall, the tracking mechanisms for MPS are limited by its size as a district. Information is always one year behind. It is unclear if supporting data could be found at one central location. As a result, unless it is a priority, or there are incentives to track success of American Indians at one of the seven high schools, it will not be done in a timely manner.

Suggested Support Services
• A newsletter to all parents of children in 10th through 12th grades that could include: success stories, materials that encourage post-secondary participation, student-of-the-month.

• A parent post-secondary committee that could share information, go on family-student field trips, provide some incentives for participation (gift certificates, music tapes, CDs).

• Some overall efforts to seek better or increased coordination for the services that already are in place, such as Indian Upward Bound, Talent Search, Post-secondary Preparation, and MPS school-based programs.

Obstacles to American Indians  An uncertainty about eligibility for participation is one. For example, few American Indians participate in the post-secondary options program while in high school, and if one examines the levels of participation in Gifted and Talented, is there a correlation?

American Indian families need to be more involved in their child’s education at all levels. Parents need to encourage and have expectations of their children. Often the struggles of day-to-day living do not include planning for the post-secondary needs of the future.


St. Paul Public Schools Indian Education Program

The St. Paul Public School system serves about 48,000 students K-12. Of that total, about 1,000 are American Indians. The district has an American Indian K-6 magnet school at Mounds Park All-Nations, a middle school (grades 6-8) options program at Battle Creek, and a high school (grades 9-12) options program at Harding. The Indian Education Program, begun in 1973, has as its mission to assist American Indian students in graduating from high school with a quality education and a positive cultural/personal identity.

American Indian Student Enrollment The St. Paul Public School System enrolls about 900 American Indian students. Of that total, about half are in grades 7-12.

Indian Education Committee The St. Paul Public Schools has an Indian Education Committee, made up of parents primarily, two district teachers, and two students grades 7-12. The committee advises the district on all programs and matters involving American Indian students. It also advises the Indian Education Program around the planning, organization, proposals, and implementation of services to American Indian students and families. Annually, the committee reports to the St. Paul Board of Education regarding the needs of American Indian students.

Educational Readiness Programs All senior high schools in the district have career resource centers. Students also have an option to take a career exploration class; on-the-job training programs are also offered. Each guidance office offers meetings with students to administer interest inventory surveys and give career information on SAT and ACT testing and college admissions. Each senior high also offers a preparatory course for 11th and 12th graders to take the PSAT and ACT college entrance exams.

The Indian Education Program provides service from a guidance counselor and postsecondary specialist in the areas of career opportunities, financial aid, college admission, and other vocational areas. The staff gives each student an interest inventory, a postsecondary goal questionnaire, and monitors grades and attendance of each student. An IEP staff person monitors each student’s...
American Indian students also need more support to get through the first year of college successfully, because they are typically entering college under less desirable circumstances, especially in the areas of family support systems, dealing with institutional systems, and connecting with negative peer groups.

**AIUHEI Partnership Efforts**  
The Indian Education Program indicated that the greatest need is to have staff from postsecondary institutions available to work with regarding the needs of 7-12th grade American Indian students (see Suggested Support Services above). When hosting a career fair, postsecondary institutions could help with transportation and meal costs. They could also sponsor half-day visits to view housing and meet with different department and support service areas. Postsecondary institutions could identify financial aid sources and scholarships that could assist with day-to-day expenses. These institutions could also offer a two-week course that would cover college orientation areas and some writing and math skill development.
Guiding the entire research process was the Needs Assessment Research Team, composed of Elizabeth T. Blue, associate professor of social work, University of Wisconsin–Superior; Priscilla Day, assistant professor of social work, University of Minnesota–Duluth; and Michael Raschick, professor of social work, University of Minnesota–Duluth.

**Symposium**
The American Indian Research and Policy Institute coordinated the symposium, held May 7-8, 1997, with direction from the AIUHEI research team and steering committee. Altogether, 80 individuals participated. They included teachers, students, faculty, administrators, and community activists from the urban Twin Cities Indian community, friends of Indian education from the metro area, and leaders from the Initiative’s higher education institution partners.

In order to ensure that the seven-year project would be solidly grounded in the values of the American Indian community, the planners made the symposium a highly participatory gathering. The event was organized around four specific topics:

- linking tribal and mainstream higher education,
- special challenges today’s urban American Indian student faces,
- contributions of Native faculty to post-secondary education, and
- academic excellence and institutional development.

Each of the teachers, students, professors, administrators, and community activists had an opportunity to contribute their own personal opinion and knowledge in these four areas. Facilitators asked participants to think about a particular topic for a few minutes, write down their thoughts, and then discuss how best to address it. After small group discussion, participants decided which of their ideas they agreed upon. Then each small group shared its ideas with the larger group. Using this process, the participants worked together to create several consensus statements about the issues at hand. Below is a summary of the symposium participants’ discussions of each topic.
• They put learning experiences into meaningful, “real life” cultural contexts.

Barriers: Lack of institutional support; American Indian faculty are often discounted by rigid disciplinary biases, models, and “knowledge.”

**TOPIC #4: Academic Excellence and Institutional Development**

The group selected seven areas where improvements are needed:

1. **Personnel:** Hiring of Native faculty, role models, and mentors; faculty with varied teaching styles who are culturally grounded in Native traditions and who will validate tradition and cultural knowledge.

2. **Student nurturing:** Establishing programs and appropriate support services for working with student self-esteem, goal-setting, motivation, identity issues, cultural grounding, and building pride in who they are as individuals and tribal members.

3. **Practical issues:** Easy access to financial aid, transportation, counseling, family and child care, with scheduling of classes to accommodate family and parental obligations, and cultural sensitivity on the campus.

4. **Autonomy:** Educate institutions and non-Indians about the need for culturally-specific programs for American Indians (since Indians are so unique among communities of color in the United States); demand respect for American Indians and their cultures, histories, and sovereignty.

5. **Community and family support:** Involve community and families in planning and implementing student careers and institutional programs from grade school through graduate school; recognize reality of importance of family; see education institutions as a part of the community.

6. **Building understanding of American Indian belief systems:** Regarding academics, learning styles, time; respecting difference; and focusing on cooperation rather than difference.

7. **Careers:** Provide marketable skills in the changing job market, career preparation, and aid in meeting the needs of the community.

Symposium participant input resulted in the Initiative’s vision statement:

The American Indian Urban Higher Education Initiative believes in the respect for and use of American Indian cultural traditions and philosophies in higher education. We value inclusion of
and August 1997, relied on individuals with specialized, expert knowledge about the educational systems with which Indian people interact.

The overall response rate was good—37% (110 of 296). For the long survey, 78% (25 of 32) responded, and for the short survey, 32% (85 of 264) responded. Of the 110 informants who responded to the survey, 81 were Indians and 27 non-Indians (2 were unaccounted for); 17 were faculty, 26 were individuals involved in staff or administrative higher education positions, and 29 were students; 25 completed the long survey and 85 the short survey.

Respondents for both surveys were asked the same open-ended questions. They were then asked to rank quantitatively from 2 to 6 items in each of the six areas. The group completing the long survey was asked to qualify each of their quantitative responses by adding suggestions, possible solutions, or comments after their rankings.

It was from these open-ended comments that five most frequently mentioned issues emerged—all very much in line with the issues common to the forums.

• Insufficient resources,
• Need for critical mass of American Indian students, faculty, staff, and administrators,
• Lack of formal linkages between tribal colleges and mainstream institutions,
• Institutional barriers, and
• Lack of formal linkages between higher education institutions and the Indian community.

**Literature Review**

The four topics the steering committee used to organize the symposium were also the foci of the literature review:

1. Tribal college and mainstream college linkages,
2. Challenges urban American Indian students face,
3. Issues concerning American Indian faculty, and
• Post-secondary transformation must be based on values compatible with the Indian people these institutions serve;
• Post-secondary institutions need to develop and implement strategies for recruiting and retaining American Indian students;
• Racism must be addressed on mainstream campuses;
• When considering systemic change, pay attention to the successful track records of tribal colleges;
• Academic standards should be integrated with cultural concerns;
• Community input should be sought and honored;
• Concern about the stability of funding for Indian education at the post-secondary level;
• More research is needed in relation to post-secondary Indian education; and
• Lessons from those who have persisted should be utilized in helping plan for the future of Indian post-secondary education.

Findings of the Community Forums, Surveys, and Literature Review
When researchers sifted through all the data, comparing results and looking for connections, they discovered several concerns that surfaced repeatedly in the literature, at the community forums, and in survey responses. At the broadest level, participants in the research process spoke of institutional barriers that prevent the retention and successful graduation of American Indian students. Some of these barriers include institutional racism, lack of formal and informal support structures for Indian students, faculty, and administrators, lack of formal and informal community linkages, access, and financial aid.

Participants noted that much of the curricula used in post-secondary institutions lacks culturally relevant and meaningful learning opportunities for American Indians. Too often, curricula ignore learning styles and approaches that resonate with Indian people.

Within a post-secondary institutional environment, participants indicated insufficient support at all levels—interpersonal, academic, collegial, departmental, and institutional. Without this support, Indian students lack the readiness to pursue post-secondary goals and are trapped in a setting that offers them no real opportunities.
Interviews took place during January and February 1998. Peake Raymond conducted the discussions. The following administrators and staff participated in the survey: Marie McNeff and Cindy Peterson (Augsburg College); Jack Briggs, Michael Peacock, and Janice Denny (Fond du Lac Tribal and Community College); Beverly Ferguson, David Isham, and Joe Flores (Metropolitan State University); Lee Antell, Renee Beaulieu-Banks (Minneapolis Community and Technical College); Joe Big Bear and Tharen Stillday (NAES College); Nancy Barceló, Tony Genia, Roxanne Gould, David Born, and Dennis Clayton (University of Minnesota).

Current State of Indian Higher Education
At present, the current foundations for institutional collaboration are weak and, in some cases, nonexistent. Interaction that does occur centers on credit transfers (though articulation agreements for credit transfers are not in place for all partner institutions), sharing of library resources, and program sponsorship (such as the annual American Indian Graduation Ceremony and Banquet). Augsburg College shares space, library, and student recreational services with Fond du Lac Tribal and Community College for a minimal student fee. Augsburg also allows students to take courses at other member private colleges for credit. The University of Minnesota has a project that focuses on developing tribal college faculty.

Nevertheless, the AIUHEI partner institutions do share the following goals regarding Indian higher education:
- increase enrollment, retention, and graduation rates of Indian students;
- provide effective and culturally-appropriate academic and support services;
- integrate Indian culture, history, and contemporary life into curriculum and programming;
- address the financial aid needs of Indian students; and
- improve representation of Indian faculty and staff to make institutions more supportive of and inviting to Indian students.

While the goals for Indian higher education are similar, the programs and services in place at the partner institutions vary considerably. For example:
students in education in public and private schools with significant Indian student population.

**Potential Collaborative Ventures**

Administrators and staff identified three collaborative programs they felt had the greatest potential:

1. *Faculty Exchange Programs* for sharing knowledge and expertise of Indian faculty, to improve Indian Studies course offerings, and to enrich the higher education experience of Indian students. (Barriers: salary difference; comparable academic credentials and teaching experiences; variations in full-time teaching load; tuition and level of course instruction; degree and residency requirements; language instruction requirements; scheduling of day vs. evening courses)

2. *Team-Taught Indian Studies Courses* at one or two institutions to enhance the quality and increase the number of courses available. (Barriers: same as for Faculty Exchange Programs)

3. *Centralized Native Language Courses*, specifically, Ojibwe and Dakota, could be implemented to enable the colleges to maximize the small pool of native language instructors, reduce duplication, and cost of native language instruction. (Barriers: academic credential and teaching experience; credit hour requirements; credit transfers; scheduling; transportation; language requirements)

Administrators and staff made several other recommendations for collaborative programs: share distance learning programs among institutions with comparable technology; establish and support a centralized financial aid center; conduct research projects on Indian topics; establish and support a centralized writing laboratory; share library resources electronically.

**Summary of American Indian College Student Focus Group Discussions**

Project coordinator Margaret Peake Raymond and research consultant W. Roger Buffalohead conducted focus group discussion with American Indian students at each of the partner schools from March to July 1998. The focus group approach was used because it targets participant response to specific issues and concerns. The four issues the focus groups responded to were institutional support, needed systems change, centralized services, and Indian cultural programs.
financial aid procedures better and provide better overall support and communication regarding aid; train faculty in antiracism, Indian culture, intercultural awareness, and the religious rights of American Indians.

**Fond du Lac**—provide better information on financial aid policies and procedures; offer an on-site child care center; expand course offerings and degree programs; improve urban facilities.

**Metropolitan State**—better advising; child care, tutoring; more illustration in classroom instruction; better understanding of financial aid policies and procedures; improve availability of textbooks; parking and traffic; safety issues related to school's Minneapolis location.

**Minneapolis Community and Technical College**—help meet child care needs; improve hours computer center is open; provide a place for study, support, and sharing educational and cultural experiences; increase number of Indian instructors; offer courses on campus; change courses so credits transfer to four-year institutions; add mentoring and how-to-study resources for incoming students; support Indian cultural programs; develop internship with Indian organizations and tribes.

**NAES**—provide language course and develop articulation agreements with graduate degree-granting institutions to accept these language credits.; schedule more courses during the day; recruit more community tutors and advisors; develop a better recruitment program; counsel students on repaying student loans; need full-time financial aid counselor; explore partnership with other institutions to increase course offerings, especially in math and writing; meet child care needs of students; improve public awareness of NAES college.

**University of Minnesota**—develop a mentor program for students underprepared for college; provide better financial aid assistance; integrate Indian history, culture, and contemporary issues into the College of Education teaching program; support the communications needs of Indian students; relocate the American Indian Student Cultural Program at Coffman Union, with other cultural programs; strengthen the Introduction to American Indian Studies course; provide a space for cultural activities; improve communication
understanding financial aid policies and procedures; having cultural programs; except for NAES, student focus groups were cautious about collaboration among the partner institutions.

Summary of Faculty Focus Group Discussions
Project coordinator Margaret Peake Raymond and research consultant W. Roger Buffalohead conducted a focus group discussion with American Indian faculty on October 8, 1998. Sixteen faculty from five of the six AIUHEI partner institutions, or 36 percent of the 45 faculty working full- or part-time, participated. Four faculty members also submitted written comments or were interviewed by telephone.

Participant responses to five questions were as follows:

1. What words would you use to describe your college or university’s interest and support for your teaching, research, and community service?

Faculty from the Indian-controlled institutions—Fond du Lac and NAES—gave a generally positive response. They felt that community service was integrated into the programs and were grateful for the support for teaching and research, but indicated that the colleges lacked resources to promote faculty development.

Indian faculty participants from Augsburg, Metro State, and the University were more restrained in their responses, often using negative words to describe institutional support for their work. (MCTC had no faculty representatives at the discussion.) Words they used included “indifference,” “misguided sincerity,” “lack of understanding,” liberal policies that don’t carry over into valuing American Indian culture, lack of support for research and writing, lack of communication, and a reluctance to view Indian community service as comparable to serving on committees within the institutions, especially as it relates to tenure considerations.

Faculty from all institutions felt their schools relied too heavily on part-time or adjunct faculty, probably as a cost-saving measure that “appeases the Indian community.”
schools is positive, open, and supportive, the mainstream climate is cold and impersonal, tinged with racism, ignorance, and cultural insensitivity.

Recommendations
As a result of the faculty discussions, AIUHEI recommends that the six partner institutions immediately develop and implement an American Indian recruitment and retention plan that is endorsed by administration, faculty, and the boards of regents.

When recruiting Indian faculty, institutions should keep in mind that cultural diversity is a full-time commitment; salaries should be competitive; perquisites are essential; a process for identifying faculty candidates needs to be developed with the help of the Indian community; Indian candidates should meet the federal definition of Indian so as to guide funding to Indian tribes; selection criteria must be based on talent, qualifications, job descriptions, duties, and responsibilities.

A retention plan should address the following issues: having sabbaticals or leave time; providing travel grants to participate in seminars and conferences; including service to Indian communities in tenure decisions; making counter offers to faculty being recruited by other institutions; mentoring; basing committee work on expertise; creating opportunities to co- or team teach and to participate in faculty exchange programs.

Because the majority of Indian faculty at the partner institutions are new hires or adjunct, part-time instructors, any plan should recognize that these faculty members may have limited teaching experience and so need opportunities to improve their instructional skills. The partner institution should share in the resources needed to provide these instructional opportunities and should establish a grant program to support new course design and development with Indian content.

A Summary of Participants’ Comments, AIUHEI Presidents Luncheon
The Presidents’ Luncheon, held on June 12, 1998, at Augsburg College, signaled a first-ever gathering of officials from six major higher education institutions in Minnesota to discuss issues related to the post-secondary needs of American
place where that’s presented, often for the first time in students’ lives, even for some Native people who grew up away from their cultural roots.

*Lance Twitchell, University of Minnesota*— As a student, feels better communication is needed, and centralized support services. All serving higher education. He suggested that one way to link the institutions and the Indian community is through a common publication, perhaps a Web page, newspaper insert.

*David Isham, Metropolitan State University*— Education and communication are a two-way street. Indians are responsible for perpetuating and continuing their culture.

*Margaret Peake Raymond, AIUHEI*— Asked institutions to call upon the group of individuals attending the luncheon as advisers and participants in the discussion and change.

*Loretta Gagnon, St. Paul Public Schools*— Her students need to have support services in place. She has about 68 to 70% who want to continue at the post-secondary level, but often financial aid packages fall apart, or paperwork isn’t managed so students become discouraged, drop out.

*Dr. Cole*— Indicated that a Twin Cities Indian Studies Program would be easy to put together.

*Jennie Lightfoot, American Indian OIC*— The discussion needs to include preparing Indians for the workplace, whether it’s school to work or welfare to work.
processing can impede or enhance work within diverse communities as well as on ways of coalition building and conflict resolution within an organization. Participants had an opportunity to interact, using his teachings. In the evening he presented a public lecture on verbal and nonverbal elements of cross-cultural communication and how it impacts interactions and relationships.

As part of an earlier initiative, begun in response to needs identified through Augsburg athletics, Jeff Stafford, director of Activities and Orientation, has developed a two-hour curriculum on the topic of diversity. Targeting student leaders across campus, not just in athletics, five of the workshops were held during November 1998. Members of the campus Diversity Committee volunteered to serve as facilitators. The evaluation of the program will look at the next step, possibly broadening the effort to include faculty and staff.

The College Council and members of the Diversity Committee met during a two-day workshop on racism. We anticipate that action items for the College will be the outcomes of this workshop, along with a greater awareness of issues of institutional racism by members of the College Council and the Diversity Committee.

*Student Support Services – Develop an American Indian student cultural center on campus where students can gather to meet their educational and cultural needs.*

Historically, we have had an American Indian student cultural center where students could gather. The space was used infrequently. Since then, we have moved the American Indian student support office to a location where it is housed with other student support programs and the Center for Global Education. The results of this move have been increased student traffic. In fact, during the month of September, there has been more traffic than all of last year in the previous location. Development of a cultural center—space and a sense of belonging—are important for Indian students.

Most of the American Indian population at Augsburg are adult students. Many are less than one-quarter blood. The range of needs is great, as represented in the Augsburg College student body of American Indians. Many of the students who come to Augsburg don’t hang out in groups.

We want to encourage interaction among American Indian students with other students, but at the same time be sensitive to the special needs of American Indian students. Segregation and integration are two balancing concepts of which we are constantly aware.

A commonly held theory and practice on campuses is to have a student center or student union, within which are clusters of other centers. A student center is meant to serve as the home, or living room, of the campus, where all campus community members can find a place. We will explore opportunities to
Curriculum Offerings and Degree Programs

Implement methods to share American Indian Studies courses with students from other institutions.

Virginia Allery, director of the American Indian Studies Program at Augsburg, is arranging a meeting with institutions to explore an ACTC American Indian Studies Major. She has arranged for the following persons to meet at Augsburg to talk about the feasibility of pursuing an ACTC major in American Indian Studies: Susan Cochrane (St. Kate), Sally Hunter (St. Thomas), Jack Weatherford (Macalester), Barbara O’Connell (Hamline), Catherine Pearson (ACTC executive director). This meeting was held November 20, 1998. If Augsburg were to share courses with students from other institutions, then we would need to consider the pricing/tuition differentials among the partner institutions.

Implement affiliation agreements for students to take courses, e.g. Human Geography and other courses not currently offered at another institution.

Currently, Human Geography is available through Macalester, the University of St. Thomas, and the College of St. Catherine. All institutions named above, and Augsburg, are members of the ACTC. Thus, Augsburg students do have access to courses offered at the ACTC partner colleges.

Augsburg has articulation agreements with three tribal colleges in Minnesota and Wisconsin. We accept the Minnesota Transfer Curriculum from any and all community colleges in Minnesota. We accept coursework from other accredited higher education institutions for Human Geography (we accept the University of Minnesota’s course, too) and other courses like Lakota language. These institutions include, but are not limited to, the ACTC schools.

Facilities, Distance Learning and Extension Program

Expand the current video conference and distant learning project with tribal colleges particularly for early child development and education majors.

We are also interested in this possibility and would like to see this include Ojibwe language proficiency (St. Scholastica program) and Environmental Science (FDLTC in Cloquet), in addition to Early Childhood Development and Education.

We do have a pilot project operating in Rochester, Minnesota, with a group of 65 nurses who are enrolled in the Augsburg College Weekend Program to complete their four-year degree.
also provide Augsburg with helpful information as we continue our American Indian program as Augsburg.

**Fond du Lac Tribal and Community College**

**Faculty Development, Exchange and Joint Research Programs**

Develop partnerships with mainstream institutions so they can participate in various research project underway at Fond du Lac College in Cloquet, MN.

Jack Briggs was unavailable to answer this question.

**Student Support Services and Financial Aid**

Develop financial aid manual to better informs students about various financial assistance opportunities, policies and procedures, restrictions, etc.

Work with financial aid office to develop handouts for urban students; focus on urban students; special workshop on financial aid during orientation.

*Develop an on-site child care program for Twin Cities urban students.*

This is not possible presently because we don’t have enough students.

*Implement a plan to improve student recruitment and community outreach efforts to the Twin Cities urban community.*

Ads in newspapers, the Circle, high school visits, fliers parents of high school students, career fair for the community.

*Develop a centralized Financial Aid Center between Fond du Lac and NAES College (and possibly other urban-site tribal colleges) that provides the following student services: recruitment, financial aid information, academic advising, student counseling,*

This needs to be done; need discussion with other institutions and would need grant money for a position.

**Curriculum Offerings and Degree Programs**

*Re-evaluate the Twin Cities urban course offerings and expand courses especially elective courses.*

Evening classes in child care and language, computers, Indian art and art history.
The University will accept our credits that are in the transfer curriculum, except for math.

Metropolitan State University

Faculty Development, Exchange and Joint Programs

None developed.

Student Support Services

*Academic advising services for American Indian students need to be improved.*

This fall the position of Director of American Indian Support Services was filled. The Coordinator works with other support staff to see that the needs of American Indian students are met. The Coordinator has new ideas in progress to assure American Indians get the help they need.

Recently, a new Dean of Academic Affairs was hired to oversee the four minority student directors (including the American Indian director) and general advising. A new student support office called the Student Advising and Information Referral Services (STAIRS) is currently being staffed and should be open to all students, including American Indian students.

*All students with declared majors are assigned to an academic adviser in their college. Many American Indian students interested in social work and psychology are assigned to work with Jill Beaulieu-Wilkie, an American Indian academic adviser.*

*Implement a tutoring program that can be offered for students attending evening classes.*

Tutoring program in place:
Math tutoring is available on the Minneapolis campus two days a week, one of them in the evening. A similar schedule is in place for the St. Paul campus. The Writing Center has similar hours in both Minneapolis and in St. Paul. Flyers are posted throughout campus advertising math tutoring and Writing Center hours. In addition, specific colleges often offer tutoring for their courses.

The newly staffed STAIRS office will be a central place to learn about tutoring opportunities.

*Develop an on-site (or arrange with home day care services) child care for students who attend both day/evening classes.*
Develop courses that more adequately prepare students for job opportunities in the tribal gaming industry.

The College of Management recently developed a program called The Hospitality and Tourism Program. Elective courses will focus on Gaming Casino Operations. Students interested in the gaming industry can also major in accounting, personnel, human resources, management, or other appropriate majors.

*Develop articulation agreement with Minneapolis Community and Technical College so students can jointly take preparatory classes, especially math courses.*

Students can take developmental math courses at Minneapolis Community and Technical College. Their financial aid can be used to help pay for these courses.

Metro State has numerous other articulation agreements with MCTC.

**Facilities, Distance Learning and Extension Program**

*Improve distance learning capabilities so that MSU can share elementary education, teacher aid, social work and nursing courses with tribal colleges and other institutions.*

Students can take preparatory courses at tribal colleges and other institutions to prepare them for acceptance into limited enrollment licensure programs such as nursing, social work and elementary education.

Metropolitan State University and Bemidji State University have a cooperative agreement where students take courses leading to licensure in Elementary Education at both schools. So far, two American Indian students from Metro are participating in this program. A listing of independent study courses can be found in the semester schedule. Courses are offered from across the spectrum. Many courses meet the requirement of majors offered by the College of Management and the College of Professional and Community Studies

**Partnerships with Tribes and Twin Cities Urban community**

*Develop off-campus study opportunities with Tribes for second and third year students such as National Student Exchange Program model.*

Most students who chose Metro State are place-bound working adults. Metro State doesn't participate in NSE, a program that forges exchanges between four year institutions. Metro State University does have international exchange programs with universities in Japan, Sweden, and Poland.
Minneapolis Community and Technical College

MCTC has a long history of support for American Indian students and their achieving success in reaching their educational goals. Under the leadership of a new president, Phillip L. Davis, the college is moving forward to increase the strength and depth of its support and to reaffirm its commitment to American Indian students. We are pleased to have received the report from the student focus group; we pledge to address the concerns expressed in the report and to continue the dialogue to improve and strengthen our curriculum and student services. Our responses to individual concerns follow.

Faculty Development, Exchange and Joint Programs

Increase the number of American Indian faculty especially in tenure tract positions

At MCTC, one tenured (part-time unlimited) faculty member is employed in the American Indian Studies program. With the conversion of the curriculum to a semester format in fall 1998, new courses were added to the curriculum. While student enrollment at the college in fall 1998 was lower than expected (this was true in the American Indian Studies courses as well), experience at other colleges converting from the quarter system to the semester system indicates that a drop in enrollment is to be expected and is a temporary phenomenon. It is hoped that future enrollment increases and the offering of the new American Indian Studies courses will warrant the hiring of additional American Indian Studies faculty. In the meantime, the college has committed to employing, where possible, additional American Indian Studies faculty as guest speakers in forums and student convocations.

In addition, the college has made it an institutional priority to increase the number of persons of color hired in faculty and staff positions. Over the next two years, it is anticipated that 5 to 10 new faculty will be hired, and the college is committed to advertising for and recruiting persons of color for these positions, where possible.

Student Support Services

Develop a program to provide child care either on-site or in other agency/home day care for all students (including evening classes)

Our Vision for Kids, the child care center located on the MCTC campus, has 59 slots for children, including an after-school latchkey program; the facility is open from 7 a.m. to 10 p.m.; children may be enrolled on an hourly, part-time, or full-time basis. The greatest challenge for the college is the small size of the facility. For the past few years, the college has experienced a space crunch, and the acquisition of additional space appropriate for child care has been difficult. The child care center does maintain a reference list of other child care facilities.
AMIS 1200  Native American Art and Art History
AMIS 1300  Native Americans in Cinema and Popular Culture
AMIS 1400  Ojibwe 1
AMIS 1500  Ojibwe 2

All courses can be applied to the General Education requirements of the A.A., A.S., and A.A.S. degrees, while AMIS 1200 is applicable towards the Humanities competence of the Minnesota General Education Transfer Curriculum. Faculty are presently completing the necessary paperwork to have the other courses in the American Indian Studies curriculum certified for inclusion in the Minnesota Transfer Curriculum, which is a collaborative effort among all Minnesota two- and four-year public colleges and universities to help students transfer their work in general education between schools. Completion of a defined transfer curriculum at one institution enables a student to receive credit for all lower division general education courses upon admission to any other institution. Articulation agreements with other private colleges are underway and are a priority of the Academic Affairs unit at MCTC.

*Develop methods so that American Indian Studies courses including history and literature courses meets MCTC course requirements."

See response to the preceding suggestion.

*Develop mechanism so that American Indian Studies courses can be centralized among partner institutions*

The development of a consortium of institutions offering American Indian Studies coursework is an attractive idea; it is possible that interactive television courses could be transmitted to partner institutions. Already in place are arrangements so that students (for example, in the metropolitan area) can enroll for courses in more than one college and be eligible for financial aid in both institutions.

*Facilities, Distance Learning and Extension Program*

*Develop a location on campus where students can have better access to computers*

While student access to computers has been a concern for all MCTC students in the past, the college is taking steps to improve access and support. At this writing, 700 computers are located on the MCTC campus; the principal open lab has 105 units plus a 12-station, cross-training area and is available for use 72 hours each week. The appearance of the open lab has dramatically improved, with new equipment and new applications set up on request. Computers are also available in the Learning Assistance Center, which provides staff support as well. Increasing the number and availability of computers for student use remains a goal of the college's Strategic Plan. In addition, the MnSCU legislative request (mentioned earlier under Support Staff) includes $24.5 million for technology training and support.
The American Indian Studies courses do transfer to other four-year institutions. Paperwork to have all the courses as part of the Minnesota Transfer Curriculum should be finalized this year.

**NAES College - Twin Cities Campus**

**Faculty Development**

*Develop joint research projects initiated by students (and specific to Native American issues) with other post-secondary institutions.*

This seems to be related to curriculum development and instructional strategies. It certainly could lead to faculty development because it would need to reflect common philosophies defined across institutions. The prospect of meeting to create some common instructional standards and outcomes is interesting and would lead to cooperative project development among students. We are not currently working on this with the other partner institutions, but instead it is being explored with partners from various community agencies who sit on our Public Policy Development Committee. These research projects would be created jointly with the intent of internship and mentoring leading the research process.

In terms of faculty development, we feel it would be extremely valuable to create a jointly run curriculum library which supported all faculty in their course development. This type of resource could be especially valuable as most of the Indian faculty in the Twin Cities are adjunct.

**Student Support Services**

*Implement a more active student recruitment initiative (including personal contracts, newspaper advertisements, alumni efforts, etc.) with Twin Cities urban community organizations.*

The campus has completed a draft of its recruitment plan for the NAES TC campus. It includes advertising, developing professional quality presentation, weekly meetings with community organizations through the Twin Cities, developing a higher profile within the community by attending meetings on a regular basis, etc. In addition, a group from the Campus Council, Alumni Association, and Student Council is being assembled to be trained in recruitment presentation and assist in various other aspects of the recruitment plan.

Other ideas include developing recruiting seminars and advertising with all Initiative organizations, and to include financial aid support as a component.
Facilities, Distance Learning and Extension Programs

Develop distance learning capabilities with comparable electronic technology so the NAES College can participate in distance learning with other post secondary institutions.

We currently only have the capability to offer distance learning opportunities through the Internet and within chat rooms. While we have been discussing this possibility through the use of ITV lines, the cost is currently prohibitive. This is where partner institutions, who have that capability, would be extremely important to NAES.

Partnerships with Tribes and Twin Cities Urban Community

Implement a community based recruitment plan for additional tutors and student advisors.

This is being looked at, especially concentrating on the use of NAES alumni.

Develop agreements with other institutions to implement a centralized remedial writing lab among partner institutions (with an American Indian instructor).

This has not yet been addressed.

Develop internships and other learning opportunities with Twin Cities Indian agencies.

We have developed an oversight committee in public policy with seven Twin Cities organizations and two other individuals. They have agreed to offer both direct instruction and internship opportunities for our students. Details have yet to be worked out.

Administration and Institutional Development

Investigate if course can be offered at times other than 3 - 9 PM.

This is reviewed semester by semester by looking at individual student needs and schedules. Most classes are 6 to 9 p.m. Monday through Thursday. Students liked the idea of a Saturday course this semester so we offered one from 9 a.m. to 12 p.m. It didn’t work out and was rescheduled to work around student work schedules.

Hire a full-time Financial Aid Counselor.

Currently a full-time financial aid counselor at NAES is not needed. However, more and better training and organization is necessary so that we better meet the needs of students. We are working on developing routines in terms of
University of Minnesota
(American Indian Studies Department)

Faculty Development

The University of Minnesota has recently awarded four tenured and tenure-track lines to the American Indian Studies Department. Two of these positions have been filled with tenured faculty, and a search is currently being conducted for the two remaining positions, where hires will take place at the assistant professor level. In addition, CLA, Extension, and the vice-president's office on diversity affairs supported the creation of a position for a community relations coordinator held by Vicki Howard. The university is further committed to the hiring of American Indian people as tenured and tenure-track faculty in other departments, and efforts are now underway to encourage departments in CLA to support hires that build upon and enhance collateral the hires taking place in American Indian Studies.

Pursuant to these efforts, the College of Education is being asked to prioritize the hiring of American Indian faculty with expertise and training in curriculum development and cultural studies for its upcoming tenured and tenure-track lines. In the future, additional efforts will be made not only to encourage the College of Education to revise its present curriculum to include American Indian Studies' history and culture courses, but also to develop special teacher training programs, which credential teachers to instruct students in American Indian languages, culture, and history.

Student Support Services

Develop a student mentoring and tutoring program that links upper class students with in-coming students or clusters students in major field of study

Develop means to provide better information to students on financial assistance program, rule/regulations, etc.

The Department of American Indian Studies is currently working on ways to increase communications among students and between its students and faculty. We are currently developing strategies to get support for a series of student internships and apprenticeships in which faculty would offer individualized training in any of a variety of research, creative, and applied skills. All of these would involve the development of supervised and collaborative partnerships between our faculty, our students, and interested Indian organizations, tribes, and tribal colleges.

We also have plans to create a department newsletter, to update and expand our web site, to support and improve on the Minnesota Indian ListServe, which the
Facilities, Distance Learning and Extension Programs

Secure a new location for the American Indian Student Center and site for cultural activities

Develop an active recruitment plan for American Indian students

In connection with AILRC, the American Indian Studies Department could help to create a package of course/mentoring experiences that would connect the work of our faculty and students with instructional opportunities in K-12 schools. Some of our graduate and advanced level undergraduate students might partner with a smaller number of K-12 students as mentors and teachers in teaching-specific subject areas. Some of our undergraduates already have instructional experience, serving as teaching assistants for discussion sections in some of our larger course offerings. With proper support and supervision, we might be able to offer summer or year-round occasions to mentor and teach select classes aimed at K-12 student audiences. Dr. Barceló is committed to moving forward on a series of course offerings for K-12 students as soon as the summer of 1999, and to the extent that we have faculty and graduate and undergraduate students available to plan and participate, we will be involved in this effort as well.

We would also support any efforts to develop or earmark certain courses for airing through various distance learning initiatives. For example, the current extension division initiative to develop a program in Food and Nutrition to serve the needs of tribal colleges might invite American Indian Studies to develop a course on American Indian Foodways to be organized very deliberately with a distance learning model in mind.

Partnerships with Tribes and Twin Cities Urban Community

Work with the Phillips neighborhood for the development of a K-12 pre-collegiate program (tutoring, recruitment, mentoring, etc.) which give students an opportunity for working in the community with younger Indian students

Develop relationship with tribal colleges for sharing faculty who have commensurate teaching skills/abilities

The Department of American Indian Studies is especially eager to establish connections with teaching faculty of various higher educational institutions in the region. In a manner that parallels various of the Big Ten consortium, we might create a structure in which students of the various institutions could spend a semester taking courses at another school or in which faculty could be shared in person on a periodic or recurring basis. The Saskatchewan Federated Indian College in Regina represents an excellent model of an American Indian higher educational facility that is structurally connected to the University of
CHAPTER 6

Planning Goals

The success of any community depends on the development of human resources. Trained and qualified Indian professionals are the "life blood" of Indian community development.

The primary goal of the Initiative is to bring about better post-secondary educational outcomes for urban Indian students. We look to the future when Indians will enjoy the opportunity of rewarding careers due to their successful post-secondary educational experiences.

The Initiative was formed to bring about systemic change by developing new partnerships among six institutions so that future working collaborations will emerge among these partner institutions. Courageous effort is needed to implement meaningful partnerships among most community groups. It is particularly difficult for higher education institutions that are often entrenched in their own operations and so unlikely to look beyond their campuses for solutions. Yet, the failure of these institutions to adequately prepare Indian students for the future begs the question, one that may not have been asked before by any other group.

During the two-year research and planning phase, important partnerships have begun between the two Indian-controlled colleges. These include the agreement between Fond du Lac Tribal & Community College and Augsburg College to share space, student activities, and library services. NAES College and Fond du Lac College are developing a consortium agreement so that students can take native language classes at both colleges. Fond du Lac also plans to discuss how Minneapolis Community and Technical College can offer certain basic courses for its urban students.

At the end of the research phase in 1998, project researchers compiled and analyzed data from the various components of the needs assessment (summarized in Chapter 4). Five concerns emerged, concerns that send a clear,
Goal #1—Develop stronger relations between the six partner institutions and between Indian-controlled colleges and mainstream universities, particularly at top administrative and policy-making levels.

Rationale
Findings from the needs assessment and interviews with partner institutions indicate that current institutional interaction among partner institutions is minimal and centered on credit transfers, some sharing of library resources, and joint sponsorship of the annual American Indian Graduation Ceremony and Banquet. Articulation agreements for credit transfers are also limited and not in place for most partner institutions.

Recommendation
Create a structure for improved relationships between various groups, beginning with the presidents of mainstream institutions and tribal colleges. Past experience has shown that while agreements and programs established at the departmental level are helpful, the strongest relationships are built when presidents—and other top administrators—reach out to their peers at tribal colleges. Relationships should also be nurtured between American Indian student support staff and faculty among partner institutions. Finally, American Indians should have a greater presence on the governing boards of regents of mainstream institutions.

Goal #2—Develop and implement an American Indian faculty recruitment and retention plan that is officially endorsed by the administration, the Faculty Council, and the boards of regents to meet institutional commitments to cultural diversity.

Rationale
AIUHEI research has identified 45 Indian faculty at the six partner institutions. Of this number, only 7 (6 female, 1 male) hold tenure-track positions—5 at the University of Minnesota and 1 each at Metropolitan State University and Augsburg College. Approximately 84 percent of the Indian faculty at the partner schools are part- or full-time adjunct instructors. (Variations in the
mentoring; basing committee work on expertise; creating opportunities to co- or team teach and to participate in faculty exchange programs.

Because the majority of Indian faculty at the partner institutions are new hires or adjunct, part-time instructors, any plan should recognize that these faculty members may have limited teaching experience and so need opportunities to improve their instructional skills. The partner institution should share in the resources needed to provide these instructional opportunities and should establish a grant program to support new course design and development with Indian content.

**Goal #3 – Develop, implement, and maintain an accurate database on American Indian student population for the purpose of analyzing trends in enrollment, retention, and graduation rates and to measure the effectiveness of the five-year plan.**

**Rationale**

Indian student support staff indicated that data on American Indian students is often scattered across several college offices. Support staff lack the time to retrieve, collate, and keep current the information about students at their colleges. These problems seem to explain why partner institutions are unable to analyze trends in enrollment, retention, and graduation rates or to plan, develop, or evaluate various programs designed to serve American Indian students.

**Recommendation**

Each institution should implement an electronic system for maintaining current data on American Indian students, their academic performance, retention rate, graduation rates, major area of study, and financial aid allocation. The database should use common or compatible software, structure, and categories so institutions can share information, document trends, and evaluate changes over time.
Goal #5—Create linkages among Minnesota State Colleges and Universities (MnSCU), the American Indian Opportunities Industrialization Center (AIOIC), and other adult job preparation programs with the six partner institutions so American Indian students can transfer between institutions more easily.

Rationale
Indian faculty and administrators cited the need for increased outreach to local vocational-education and community colleges both for student recruitment and as a way to meet students’ special educational needs. One of the goals in the MnSCU Plan for Minnesota 1997-2000 is “to ease student mobility between institutions and among educational programs through skill-based transfer” between two-year and four-year institutions; between two-year and two-year institutions; and in the liberal arts, career education and general education programs. All institutions would benefit by graduating Indian students with the skills they need to succeed in their chosen field regardless the source of skills training.

Recommendation
Create a task force of area representatives from the six partner institutions, MnSCU, American Indian OIC, and other employment training programs to design a mechanism for skill-based transfer. The task force should examine current transfer practices, define the skills essential to each discipline and applied field, link the means for assessing skill-based transfer to the strategic goal of providing academic accountability by measuring student achievement, and implement a system of skill-based transfer. Since MnSCU has identified this as a major goal in its strategic plan, it would be most beneficial for the administration to take a leadership role with other schools that serve adult American Indian students.
Goal #7—Conduct a feasibility study to determine if centralizing certain American Indian Studies courses and cultural activities would improve services to American Indian students.

Rationale
Students viewed centralization as a positive opportunity for them to become acquainted with faculty, instructors, and Indian students from other institutions, thus creating a greater sense of community, especially for students who may be considering transfer or whether to take courses at another institution. Further, some faculty expressed interest in team teaching or co-teaching courses with native adjunct instructors, an arrangement that would serve to increase the number of American Indian faculty/instructors at various institutions.

Administrators at partner institutions thought that centralizing native language courses might maximize the small pool of native language instructors while reducing duplication and cost. Currently, however, several disparities exist among partner institutions regarding their native language programs. Two institutions have no foreign language requirement, three institutions offer limited language instruction as an elective, and one institution may not be interested in offering its native language program to other students because of the limited number of instructors for a high-demand course.

Recommendation
Further study is needed regarding the positive benefits of providing centralized American Indian Studies courses while maintaining student support services at each institution. These factors are: differences in the academic credentials and teaching experience of native language instructors; developing standard credit hour requirements among partner institutions; establishing mechanisms for credit transfer; class scheduling concerns; and addressing student transportation problems.
Sharing cooperative community-based learning experiences among institutions would increase their knowledge about each other’s academic programs. Students could also learn from internships on the national level, such as with the federal legislative or executive branches of government or with the many national organizations established to serve American Indian tribes and professional groups.

There are also opportunities for creative community-based learning that could be developed with organizations that serve Indian people in the metropolitan area. For example, the Community of Scholars Program recently proposed by the University of Minnesota Graduate School is a model designed to link research and teaching to community needs by developing internships for Indian students with non-profits, private corporations, and community organizations.

Most Minnesota higher education institutions with a significant Indian student enrollment have Indian advisory committees. The role of a few of these advisory committees has included identifying student and community needs for future employment opportunities. That role could be embraced by all Indian advisory committees within higher education institutions in the state. For the six partner institutions, such an effort would help them better meet their missions.

**Goal #9—Explore ways that Indian-controlled and mainstream colleges can enrich their curricula and build stronger collaborations through the expanded use of distance learning technology.**

**Rationale**
Findings from interviews with administrators and student support staff indicated interest in sharing general education curriculum offerings but especially native language, history, and other courses offered by tribal colleges. Another suggestion was using video conferences between tribal colleges and mainstream institutions for students with majors in early childhood
**Recommendation**

Strategies the six partner institutions should address together might include:

- developing a student financial aid checklist or written manual;
- hosting an annual Financial Aid Fair in the urban Indian community for current and potential students;
- conducting a series of classes or workshops on campus each semester around such topics as: application process (for the MN Indian Scholarship Assistance Program and other private/public financial assistance resources), default status on student loans, and how to make repayment; and
- developing a computer web site.

In addition, we recommend that the six partner institutions establish a task force to design a central financial assistance system that can be readily accessed by individual computers. The task force should include representatives from each institution (financial aid specialist, Indian student support staff members, and student), the Minnesota Indian Scholarship Program; Minnesota Indian Education director; and others.

The task force would design an electronic financial aid system to serve as a clearinghouse specific to the needs of current or potential incoming students. The clearinghouse would offer computer access where students can obtain current financial aid information such as policies, procedures, and sources of financial assistance. Out of this system institutions might develop an electronic central deposit bank system to process students' financial aid accounts through a debit credit card mechanism, thereby allowing students to purchase books and pay for student fees and tuition in a more efficient manner.

**Goal #11**—Establish and provide adequate funding to a campus cultural awareness committee to review and monitor institutional responsiveness to diverse cultures and to develop and implement programs and activities to increase cross-cultural awareness and eliminate institutional racism and cultural misunderstanding.
CHAPTER 7

Recommendations

In working together to make higher education parity a reality for American Indians, we are doing what is right and long overdue in our nation.

In the past two years, AIUHEI has successfully completed its mission to conduct a comprehensive higher education needs assessment of the Twin Cities urban American Indian community and develop a strategic plan for a five-year implementation phase. The plan challenges the various institutions to bring about systemic change so American Indian students can enjoy equal opportunities with other students in higher education.

The plan has been reviewed by the AIUHEI Higher Education Coordinating Team, the two supporting not-for-profit organizations (American Indian Housing Corporation and the American Indian Research and Policy Institute) and key administrators of the six partner institutions. It is herein presented to the Indian community, the ultimate beneficiary, and to the six partner institutions who together are charged with the critical responsibility of collaborating for successful implementation of the 11 goals by the year 2004.

The Higher Education Coordinating Team, the project coordinator, and the research team have thoughtfully formulated an action process that will create a new entity to succeed the American Indian Urban Higher Education Initiative, the original planning and research body.

The four action steps recommended below are designed to enable the six partner institutions, and other institutions who may join over the next five years, to create an administrative structure for developing effective partnership agreements while implementing major program development activities.
Recommendation 2—Develop an appropriate administrative structure. The top-level administrators from each of the six partner institutions should appoint three representatives to serve as the new advisory committee. Suggestions for the composition of the committee include: the AIUHEI Higher Education Coordinating Team member from that institution, a faculty or staff member, and a representative from the American Indian student organization. Until additional funds are secured, the current project coordinator, Margaret Peake Raymond, will serve as the chair of the new committee. As such, she will be able to continue the knowledge and experience from the two-year planning and research phase.

The newly-created advisory committee will be charged to accomplish the following tasks within a four-month period:

- Review the plan’s goals and recommended action strategies.

- Define the advisory committee’s role and structure. Select an appropriate name.

- Recommend a comprehensive strategy for implementing the plan over five years. The Higher Education Coordinating Team does not recommend a separate not-for-profit organization be created to administer the program.

- Determine the structure, purpose, responsibility, time frame, resources needed (budget, physical space), project director, and any other staffing requirements to support implementation activities.

- Implement a resource allocation plan that includes significant contributions from the six partner institutions and other public and private sources for the first few years of operation.
Recommendation 4—Formulate public policy recommendations.
Public policy is both a product and process that deeply impacts American Indian higher education. Well-delineated policy can be beneficial to both American Indian students and higher education institutions. However, many public policies affecting higher education opportunities for American Indians may need to be updated to reflect contemporary situations and changing environments. Policy development and recommendations will be ongoing throughout the five-year period.

- The committee, in consultation with key administrators from the partner institutions, will formulate public policy recommendations to accomplish long-range goals.

- The committee will determine the appropriate way to impact policy decisions by meeting with various constituents such as: key administrators of the partner institutions, state Indian organizations (for example, the Minnesota Indian Affairs Council and Minnesota Indian Education Association), national Indian organizations (American Indian Higher Education Association, National Indian Education Association, and National Congress of American Indians), and other higher education associations, such as Minnesota State Colleges and Universities.

- The committee will develop, monitor, and initiate change in higher education policy. These changes may involve entities such as: state and federal government, tribal government, post-secondary institutions, and the Minnesota Indian Scholarship Assistance program.
APPENDIX A

Reflections on American Indian Higher Education

W. Roger Buffalohead

June 12, 1998

As the next millennium approaches, opportunities for change in American higher education have never been better. The economy is booming. Threats to higher education dollars have eased at the national and state level. The demand for college graduates is at an all time high, amazing to even the harshest critics of higher education and American capitalism. Student and societal unrest doesn't appear to be a problem now nor in the foreseeable future. Advances in electronic technology are revolutionizing higher education research, instruction, service delivery systems and communications to name the transformations that astounds old-timers like me.

Wise leaders and policy-makers are, or should be, laying the groundwork for where they want their institutions to be in the opening years of the 21st century. American pragmatism often guides strategic planning on higher education, following the dictum that if something isn't broke, don't fix it. In the case of American Indians, I am here to present the argument that the higher education system is broken and no Minnesota university of college should enter the next century without a — commitment and plan to make higher education parity a reality for American Indians.

Historical reflection depends on your definition of history. The definition guiding my work in the field is that history is the present looking at itself through the past.

Too often American Indians, like Blanche Dubois in A Streetcar Named Desire, have relied on the kindness of strangers to write their history. In the historical literature piling up in our libraries, the missing ingredient is often an American Indian perspective. Indian history through Indian eyes is still the exception, rather than the rule, in the historical profession.

No one should be surprised when I say a similar circumstance prevails in higher education as a whole. By and large, scholarly studies of Indian performance in college have been done by outsiders, reflect an institutional point of view and only rarely take into consideration the perspective of Indian community members on higher education.

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The number of trained and qualified Indian professionals has dramatically increased in Minnesota and the nation at large. In 1965 Indian professionals were rare. Today, a critical mass of Indian professionals in several fields has led to the development of national organization to better serve the Indian community and to increase the number and quality of Indians in professional training. Among these professional-related national organizations are the American Indian Bar Association, the American Indian Professors Association, the American Indian Physicians Association, the Native American Journalist Association, the American Indian Science and Engineering Society, and the National Indian Education Association.

National figures on the number of Indian professionals are not available for every field. However, the growth in the number of Indian medical doctors is fairly typical. In 1965, there were 10 or fewer Indian physicians. Today, there are over 150 Indian medical doctors, an increase of 15 times.

Another impressive achievement has been the proliferation of higher education programs to recruit, retain and graduate Indian students and to increase knowledge and understanding of Indian history, culture and contemporary life. In 1965, no Minnesota university or college provided a separate or special Indian student support program and few offered courses which might be loosely described as Indian Studies. Instead the relationship between higher education institutions and the Indian community, it centered on Indians as research subjects for psychological, sociological, anthropological and other scholarly studies. Both the Indian community and higher education institutions deserve credit for the programs in place today.

The University of Minnesota established the first Department of American Indian Studies in the country. The Department's courses, along with the Ojibwe an Dakota language program, have greatly influenced the field of Indian Studies across the country. Through good and bad times, the Department of Indian Studies reflected a new university position—there was a place for Indian intellectual thought and traditions in higher education, not just for Indians, but for all students and faculty. The University also made early commitments to culture-based Indian student support programs, outreach programs to urban and reservation communities and specialized training program, ranging over the years from educational administration to a current program to assist tribal colleges with faculty development.

Augsburg College has demonstrated that an effective Indian student support program can make a difference. Augsburg has the highest Indian student graduate rate in the State. Augsburg also offers a Master in Social Work to Indian students which provides placement in Twin Cities social service agencies. In the development stage is an Indian Studies major in which five private colleges are developing the curriculum and sharing each other's resources.
summit of tribal leaders to review and discuss Indian higher education issues and concerns.

Meanwhile, Indian dissatisfaction with mainstream higher education in both urban and reservation communities produced the movement to establish Indian-controlled and tribally-controlled community colleges. In 1965, there were no Indian or tribally-controlled college. Today, there are thirty Indian-controlled colleges, including NAES College. One college offers a master's degree in Indian education. Two offer Bachelor's of Art degrees and the rest provide Associate of Art degrees. The Indian colleges have a collective enrollment of about 25,000 full-time students.

Native American Education Services, or NAES college, was the first Indian-controlled college to offer the Twin Cities Indian population an alternative degree program specifically designed to meet the cultural and higher education needs of working urban and reservation-based Indian students. Founded in Chicago in 1975, NAES has offered a Bachelor's degree in Community Studies in Minneapolis since 1988 and has graduated 25 students. According to Faith Smith, the first and only president of NAES, the degree program is going to be changed to a bachelor's in community policy.

In Minnesota, Fond du Lac, Leech Lake and White Earth have tribally-controlled colleges with planning for college level courses at Red Lake and Mille Lacs Reservations. They are in the early stages of development and show promise of becoming effective local higher education resources to their communities. Perhaps, because Minnesota's universities and colleges have been more responsive to Indian higher education needs than in other states, tribal colleges have developed later here.

The Fond du Lac Reservation established a tribal community college during the last 10 years, although earlier effort of the Minnesota Chippewa Tribe date back to 1980. The Fond du Lac Tribal and Community College is accredited. In the spring quarter of this year, Fond du Lac served 716 students. Under the leadership of President Jack Briggs, Fond du Lac has built a new campus designed to reflect Indian and mainstream culture, serves both Indian and non-Indian students and combines federal, state, tribal and institutional dollars to provide a wide spectrum of educational services and degree programs. Recently Fond du Lac entered into a partnership with Augsburg College to provide an urban college program.

Founded in 1990, the Leech Lake Tribal College now serves 270 full-time students, 245 of whom are American Indian, under the leadership of President Larry Aiken. The school offers 10 Associate of Art degrees and two four-year degree programs. In the Associate of Arts degree programs, student enrollment is highest in Anishinabe Studies (called Indian Studies at other institutions), Business and Law Enforcement. A unique feature of the Anishinabe Studies degree program is that the College employs three full-time Ojibwe Language instructors and offers a full compliment of Indian
Indian people. Most Indian educators, including myself, argue that higher education still fails American Indians. The facts are on our side.

National statistics indicate that only 52.9% of American Indians finish high school, 17% attend college, 4% graduate from 4 year institutions, 2% attend graduate school, and less than 1% complete graduate school. While these figures were lower thirty-five years ago, the gains have been minimal and are downright shameful in a country of our wealth and commitment to equal educational opportunity. Clearly, the First Americans are the Last Americans in higher education.

The question--What is to be done?--begs a solution. Indian people deserve better. It is time that American Indians become the authors as well as the subjects of their own history. The success of any community depends on the development of human resources. Trained and qualified Indian professionals are the "life blood" of Indian community development.

One example of this is when the Twin Cities Indian community members established the American Indian Urban Higher education Initiative to research the current state of Indian higher education and use the findings to develop strategies to help higher education institutions better serve the Indian community.

The project's research phase is coming to an end. During the last year or so, project researchers have been compiling and analyzing data gathered from a literature search, community forums, surveys and Indian student focus group discussions. Patterns emerge from the data with a clear and strong message to the AIUHEI partner institutions and the rest of Minnesota colleges and universities. The messages are:

1) There are institutional barriers that prevent the retention and successful graduation of American Indian students. Among the most important of these are: a) institutional racism, b) the lack of formal and informal support structure for Indian students, faculty and administrators; c) lack of formal and informal community linkages; d) higher education access problems for Indian student and community members; and e) financial aid, policies and procedures which overwhelm and discourage Indian students and, their parents, and often burdens the least able to pay with large student loans.

2) Indians also express concerns about the curricula of post-secondary institutions. The content and teaching strategies are designed for mainstream society and often lack "meaningful" learning for future career opportunities for American Indians. Indian organizations and tribes who hire Indian graduates often complain about the lack of basic skills and the need to re-train Indian college graduates in the fundamental of work. While teaching styles in mainstream colleges and universities have become more diversified in recent years, no Minnesota institution, with perhaps the exception of the Indian controlled colleges, is noted for pioneering teaching strategies that resonate with Indian people.
The current structure of the Indian Education Activity (IEA) was put in place with the passage by the Minnesota Legislature of the Indian Education Act of 1988. This act brought together the various Indian Education programs under a comprehensive plan. The IEA has nine staff members located in three offices (St. Paul, Bemidji, and Duluth). The State of Minnesota first began working in Indian Education in the mid-1930s under a contract with the Bureau of Indian Affairs. This contract allocated $80,000 to the state Board of Education from the BIA to allow for the education of Ojibwe children in northern Minnesota in public schools.

Today, the IEA in the Department of Children, Families and Learning has become a national leader in Indian education.

**Indian Education Profile**

1. The purpose of the IEA is to improve the educational status of American Indians (approximately 17,000 in public schools and 2,000 in tribal schools) in Minnesota.

2. The programs and services of the IEA provide American Indian learners (pre-K through graduate school) with greater access to educational opportunities and supportive environments. The enhanced opportunities and environment provided by these programs are designed to facilitate learning appropriate for and supportive of the American Indian learner's unique educational and culturally related needs.

3. The IEA works with other sections in the Office of Teaching and Learning, as well as programs in the Offices of Life Work Development and Community Services by providing technical assistance and collaborative efforts to the other programs.

4. The IEA is also a source of technical assistance and referral for public school districts, other educational institutions, state agencies, and the business section and social service agencies.

5. The IEA provides to schools, learners, and communities programs, workshops, or technical assistance in:
   - Indian Adult Basic Education—10 sites
   - Home School Liaisons—90 staff from 40 public school districts
   - Parent Advisory Committee training
   - Positive Indian Parenting Program training

6. The IEA holds consultations and meetings are held to promote community involvement and partnership with:
   - Education directors from 64 public school districts and 11 tribal nations
• Average % of American Indian students served by grants FY 95-FY 98 = 46.25%
• Average % of non-American Indian students served by grants FY 95-FY 98 = 53.75%

**Minnesota Indian Scholarship Program**
• First appropriation in 1955 was $5,000 and increased to $1.6 million in FY 85
• MISP funds are granted to students on the basis of financial need as determined by the Congressional Needs Analysis process
• For FY 96 and 97, an average of 875 American Indian students were funded by the MISP, as compared to an average of 1,393 students in FY 83-93
• As of January 14, 1998, the MISP has allocated $1,072,079 to 789 eligible students for fall and winter quarters
• Average yearly MISP award is $1,858
• Each year approximately 315 eligible students do not receive scholarships due to lack of program funds
• In FY 98, tribal governments as of 1/1/98 have contributed $1,479,007 to the packaging of scholarships for the 780 students funded
• In FY 98, as of 1/1/98 approximately 40% of MISP scholarship recipients are listed as single head of household - 34% are women single head of household and 6% are male.

**Minnesota Indian Teacher Training Program**
• This program began in 1979, as a result of a collaborative between the state, tribal governments, public school districts, and post-secondary institutions.
• Yearly allocation = $197,000
• Number of grants = 4. Project sites: Bemidji State University and ISD #38, Red Lake; Moorhead State University and Mahnomen and other districts on White Earth Nation; University of Minnesota, Duluth and ISD #709, Duluth; Augsburg College and SSD #1, Minneapolis and ISD #625, St. Paul
• The purpose of the program is to assist American Indian people to become teachers and provide additional education for American Indian teachers
• Payments are made to either the school district or the post-secondary institution, determined by the agreement. Grants are given to provide for costs of tuition, books, and fees
• Average # of students participating per year from FY 95 to FY 98 = 20
• Average # of graduates per year from FY 95 to FY 98 = 6

**Support for Indian Education**
• A yearly allocation of $170,000, divided by 6 public school districts with large American Indian populations for use in their general operating fund

**Tribal Equalization/Early Childhood Family Education**
• There are four tribal schools in Minnesota
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>July 1996</td>
<td>First gathering of community members interested in finding a solution to the low retention and graduation rates of urban American Indian students.</td>
</tr>
<tr>
<td>July 1996</td>
<td>Gordon Thayer and Margaret Peake Raymond met with The Bush Foundation to discuss proposal concept.</td>
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<tr>
<td>August-October 1996</td>
<td>Several meetings were held to define scope of proposed concept for a comprehensive needs assessment and a planning strategy to address that need.</td>
</tr>
<tr>
<td>November 1996</td>
<td>Proposal submitted to The Bush Foundation for a two-year needs assessment and planning project.</td>
</tr>
<tr>
<td>March 1997</td>
<td>• Funds received from The Bush Foundation.</td>
</tr>
<tr>
<td></td>
<td>• Project coordinator and research consultants for the needs assessment contracted.</td>
</tr>
<tr>
<td>May 1997</td>
<td>• &quot;Focusing Our Vision: American Indian Urban Higher Education Initiative&quot; symposium held at the University of Minnesota and members of the Higher Education Coordinating Team announced.</td>
</tr>
<tr>
<td></td>
<td>• Funds received from the Two Feathers Fund.</td>
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<tr>
<td>June 1997</td>
<td>Funds received from The Minneapolis Foundation to support a two-year systems change effort.</td>
</tr>
<tr>
<td>June–August 1997</td>
<td>Needs assessment conducted (using a key informant and survey approach) and completed by Elizabeth Blue, Priscilla Day, and Michael Raschick.</td>
</tr>
<tr>
<td></td>
<td>• First meeting of the Higher Education Coordinating Team sponsored by Augsburg College.</td>
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— APPENDIX D —

Project Participants

AIUHEI Planning and Research Team

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Migizi Communication, Inc.  
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