

STRENGTHENING OREGON'S HIGHER EDUCATION LANDSCAPE: Tribes, American Indian/Alaska Native Students, and Institutions of Higher Education



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Tribes, American Indian/Alaska Native Students, and Institutions
of Higher Education

A Report Prepared for the Oregon Higher Education Coordinating Commission
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EXECUTIVE SUMMARY: STRENGTHENING OREGON'S HIGHER EDUCATION LANDSCAPE

This report is focused on two things. First, it draws attention to the visibility of American Indian/Alaska Native (AI/AN)¹ higher education students in Oregon (OR) and the programmatic and services gaps they experience. Second, the document offers recommendations to the Higher Education Coordinating Commission (HECC) and Oregon's post-secondary institutions based on best practices that will potentially improve Native student post-secondary engagement, participation and performance rates. The intended audience for the report is the HECC agency, commission, and post-secondary institutions in Oregon.

Native students face complex challenges. There is no single solution that can address all the higher education barriers they experience. Given the multifaceted nature of their needs, the HECC must work with various stakeholders including tribes, other agencies, post-secondary institutions and non-governmental stakeholders to help Native students in higher education. Policy interventions must address agency and institutional neglect and current inequities in the Native student experience. As well, policy and program development should consider and capitalize the strengths that Native students bring to the higher education landscape. The HECC and post-secondary institutions in Oregon should lead policy development and higher education initiatives that affect tribes in consultation with tribes.

Recommendations:

- Implement Existing Law and Agency Policy
- Tribal Consultation Strategy
- Establish an Advisory Council to Serve Native Students
- Facilitate Convening Opportunities
- Provide Professional Development on Tribal Sovereignty
- Advocate for Funded Agency and Institution Positions that Support Native Higher Education
- Encourage Culturally Relevant Academic Programs, Courses and Curriculum at Post-Secondary Institutions
- Mitigate Financial Barriers
- Publish an American Indian/Alaska Native Higher Education Resource Guide

Investing in native higher education is beneficial for everyone. Research consistently shows that post-secondary education often secures higher salaries and greater professional opportunities among other benefits. For native students though, higher education has often been entangled in outdated policies that do not honor their tribal cultures. Thus, today's native students want educational opportunities that honor who they are as tribal members. While there is no one single solution or approach to mitigate the barriers native students experience, agencies can explore various options to improve academic engagement and outcomes. The recommendations in this report provide a starting point to consider how to move the native higher education landscape forward and to capitalize on the strengths students and tribes offer.

¹ The term "American Indian/Alaska Native" represents a member of a federally recognized tribe or village of the United States. U.S. Department of the Interior, Indian Affairs "Frequently Asked Questions," accessed April 6, 2017, <https://www.bia.gov/FAQs/> Throughout the report, the term "American Indian/Alaska Native" or "Native," will be used interchangeably.

ACKNOWLEDGEMENTS

This report is dedicated to all AI/AN students who pursue their academic goals and strive to make a positive difference in their own lives, families and communities. As a member of the Tulita Dene First Nation of the Northwest Territories, Canada, I know first-hand the transformative power of higher education. In 2016, I graduated from Arizona State University in Tempe, Arizona with a Master's of Public Administration and a concentration in American Indian Studies. The program empowered me to share the knowledge and the skills I gained to benefit others. In this spirit, I began the Hatfield Resident Fellowship with the HECC in August 2016.

I have been inspired over and over again by those working hard in Oregon to make a positive difference in the higher education landscape. With gratitude I thank all of the individuals who have generously shared their time, insights, life experiences and wisdom with me to inform and enrich the findings contained in the following pages. I also thank all of those at the HECC who supported this inquiry. Finally, and most importantly, this report acknowledges the American Indian peoples of Oregon who have known this land since time immemorial. In particular, I recognize the Kalapuya peoples who are the original inhabitants of what we now know as the city of Salem and the greater Willamette Valley. *Hatona mahsi cho* to the people and spirits who allow us to be guests on their land.

INTRODUCTION

The Native peoples of Oregon have their own distinct ways of thinking and being in the world that are distinct from non-tribal peoples. These worldviews are expressed in stories, cultural practices, traditional knowledge, language and relationship systems. Every activity in the tribe is an articulation of these shared views, beliefs, and practices holistically integrated into ordinary life and in spiritual or ceremonial events. By virtue of this, AI/AN peoples are constantly being “educated” by members of their own community on their individual roles in the tribe, worldview and collective identity as a tribe. Teaching, learning and reinforcing is simply a way of life. Today the status and vitality of these traditional views, beliefs and practices is closely related to a tribe’s wellbeing.

Native Education History in Oregon

Each of Oregon’s nine federally recognized tribes has a rich historical background and governance structure as sovereign nations that enhances the state through racial/ethnic, cultural, linguistic and political diversity; deep ties to the area and land that pre-date European and American settlement; and natural resources that stimulate Oregon’s economy. These federally recognized tribes are the Burns Paiute Tribe; Confederated Tribes of Coos, Lower Umpqua & Siuslaw; Coquille Indian Tribes; Cow Creek Band of Umpqua Indians; Confederated Tribes of Grand Ronde; Klamath Tribes; Confederated Tribes of the Siletz; Confederated Tribes of the Umatilla; and the Confederated Tribes of the Warm Springs. However, these nine represent just a few of the over sixty tribes that originally existed in Oregon that were terminated by the federal government in 1953.² According to the 2010 U.S. Census, Oregon has approximately 53,000 AI/AN residents in the state.³ In short, Oregon has a small but significant Native population that contributes to the state including economically via taxes, tribal ventures, businesses, services and jobs that provide revenue.⁴

The Native population in Oregon faces major disparities in the education system beginning in early childhood all the way to higher education. This is not a new problem, but an ongoing one for AI/ANs. Low rates of participation and performance can be traced back to decades of failed federal policy aimed at assimilating Native peoples into dominant society.⁵ Education was a mechanism for dismantling tribal cultures and identities, and estranging members from their own communities. It sought to restructure the minds of Native children, strip away Indian parenting responsibilities and tore apart relationship systems in the community.⁶ In 1868, Early Oregon Indian Agent⁷ Benjamin Simpson said:

It is evident that among the Indians physical and mental training must go together, for it like putting new wine into old bottles to attempt to educate a mind that inhabits a savage

² Anne Curry-Stevens, Amanda Cross-Hemmer & Coalition of Communities of Color, “The Native American Community in Multnomah County: An Unsettling Profile,” (Portland, OR: Portland State University, 2011).

³ Tina Norris, Paula Vines & Elizabeth Hoeffel, “The American Indian Alaska Native Population 2010 US Census Briefs,” (U.S. Census Bureau: 2010).

⁴ Oregon Department of Transportation Training Video “Government-to-Government: Building Bridges- Working Together”.

⁵ Stephen Cornell, Joseph P. Kalt & M. A. Begay Jr., “The State of the Native Nations-Conditions under US Policies of Self-Determination,” (New York, NY: Oxford University Press 2008).

⁶ Executive Office of the President, “2014 Native Youth Report” (Washington, DC: 2014).

⁷ An Indian Agent was an individual who represented the United States government in dealings with an AI/AN tribe.

body; mind and body must be civilized at the same time, and while the one is being stored with useful knowledge the other must be taught sober, steady, industrious habits; under such a system, not only will the pupils be benefited, but they will contribute largely by their influence and example toward the elevation of their races from it barbarous condition.⁸

Oregon's history with tribes including genocide, dispossession of AI/AN land and colonial practices through education and other policies had a number of horrific consequences on tribal peoples. Academic David Lewis and member of the Confederated Tribes of Grand Ronde described this as death: literal, cultural and legal.⁹ This history must be acknowledged in order to understand the historical underpinnings of Native education in Oregon, and the context from which tribal peoples in Oregon experienced education.

Current State of Native Higher Education

The average Native student comes from a low-income household. In 2012, the national average median household income for the AI/AN population was \$39,715 compared to \$56,746 for the United States overall.¹⁰ The impacts of low income on educational outcomes are well documented. For Native students, these cumulative effects and the failed legacy of Native education have resulted in lower access and academic achievement in higher education. AI/AN students are the least likely group by race/ethnicity to earn a bachelor's degree.¹¹ Nationally, just 13 percent of Native students complete a bachelor's degree or higher, compared to that of the national population.¹²

The current state of Native higher education is often described as bleak or troubling. Native students face unique barriers to higher education that must be understood and addressed if they are to succeed in the state's institutions. While the reasons for low academic achievement are complex, some barriers specific to Oregon include:

- Trauma associated with colonialism and the termination era;
- The individual capacity of tribes to build educational infrastructure due to the termination era;
- Inadequate high school preparation for college and university;
- Little to no student services to recruit and support students to completion; few Native or faculty of color in post-secondary institutions;
- Lack of culturally relevant academic programs, courses and curriculum on AI/AN peoples;
- Insufficient funding and other resources needed to sustain students;
- Long geographical distances to institutions.

⁸ Stephen Beckham, *Indians of Western Oregon: This Land Was Theirs*, (Portland, OR: Glass-Dahlstrom Printers, 1977)

⁹ David G. Lewis, "Four Deaths: The Near Destruction of Western Oregon Tribes and Native Lifeways, Removal to the Reservation, and Erasure from History," (*Oregon Historical Quarterly*, 115, no. 3, 2014).

¹⁰ Executive Office of the President, "2014 Native Youth Report" (Washington, DC: 2014).

¹¹ Kendra Strouf & Yadana Nath Desmond, "Accountable to Culture? The Role of Research and Relevance in U.S. Tribal Education Policy," (Teachers College Record: 2016).

¹² Executive Office of the President, "2014 Native Youth Report" (Washington, DC: 2014).

Despite the numerous barriers Native students face, many are seeking pathways to higher education. In the classroom, AI/AN students are often recognized by faculty for the strengths they bring: strong value systems, such as cultural humility, and generous sharing of their alternate ways of learning, knowing and being.¹³ While the burden of overcoming barriers has been placed on the shoulders of students, many post-secondary institutions in the state are working hard to mitigate obstacles that stand in their way. Important and promising work is being done in Oregon to target Native students that can be supported and enhanced for future students.

Framework

"I want to encourage all the State people to really hear Native people. To listen to our words, and our feelings. There needs to be a real effort to put yourself in a Native American's shoes, or I should say moccasins."¹⁴

Each and every tribe in the United States and Oregon is unique in their history, political makeup, language, worldview and associated beliefs and cultural practices. There is no one single identity among tribes. However, there is a collective unison among different tribes often referred to as "pan-Indianism." The pan-Indian philosophy acknowledges commonly shared values among tribes as a source of cohesion. Four commonly shared values among Native tribes and peoples are respect, relationships, reciprocity and relevance.

Understanding these four values from a Native perspective can help leaders at the HECC and post-secondary institutions appreciate the views, beliefs and practices held by tribes and AI/AN students. This competency leads to a more informed position when developing policies, programs and services that are culturally relevant to Native students and tribes. Research indicates that these practices improve AI/AN engagement and academic achievement. Finally, understanding these four values from a Native perspective potentially can enhance relations between the HECC and Oregon's higher education institutes with the tribes. This is especially important for developing mutually beneficial partnerships and accomplishing goals in the spirit of collaboration.

Four Values: Relationships, Respect, Reciprocity and Relevance

The survival and wellbeing of a tribal community is intimately linked with the concept of relationships. From the Native perspective, relationships are all encompassing: each person has a relationship with self, other human beings, land, including animals, and the spirit world. This innate sacredness of each person and every aspect of life provides the foundation of respect. All human beings, especially children and elders, deserve to be treated respectfully:

If a child is born, he is human, just in being born one minute...Everyone born is a miracle...beautiful mind, gentle heart...The child has everything, and he will have everything if he is respected and respects.¹⁵

¹³ Maria Tenorio, personal communication, February 2, 2017.

¹⁴ Elder, personal communication at Government-to-Government Education Cluster Meeting at the Confederated Tribes of Warm Springs, September 16, 2016.

¹⁵ Department of Education, Culture and Employment, *Dene Kede: Curriculum Document p. XXV* (Yellowknife, NT: Government of the Northwest Territories, 1993).

Respect is given to all people and aspects of life including animals, land, and the spirit world. Everything is worthy of respect.

Reciprocity in AI/AN communities is based on the principle of harmony. As both a process and an outcome, this value is vital to balanced interpersonal relationships. For instance, no one person should give more than another. Giving is to be offered generously, and taking to be accepted humbly. Reciprocity means that people are responsible to upholding a harmonious relationship.

To a tribe, all ways of thinking and being in the world are relevant. Views, beliefs and practices are holistically embedded and thus available to all members. From infancy adult members begin exposing children to their worldviews and identities through cultural socialization relevant to the respective tribe.¹⁶ The value of relevance is straightforward yet powerful. People are taught the necessary views, beliefs and practices to be successful in their communities. The idea of knowledge as something separate from the views, beliefs and practices of communities is foreign.

While the framework is based on four values common to Natives tribes and peoples, not all tribes share them. Furthermore, these four do not encompass all of the values held by Natives peoples. Nonetheless, the prevalence of the four "R's" allows this framework to provide a basic foundation with which to examine the challenges faced by Native students and recommendations to improve participation and performance. This structure can be best described as a "beginning step" to understanding Native tribes and peoples from a pan-Indian perspective.



Portland State University Native American Student and Community Center
(Photo Courtesy of Mahalia Newmark)

¹⁶ Mary Eunice Romero, "Cultural literacy in the world of Pueblo children," In *Many pathways to literacy: Young children learning with siblings, grandparents, peers and communities*, (RoutledgeFalmer Taylor & Francis Group, 2004).

PROBLEM STATEMENT

There are two major challenges affecting Oregon's Native higher education landscape. First, Native students lack visibility in the higher education system. Second, there is an inconsistent understanding of tribal sovereignty and consequently government-to-government relationships. Native students lack visibility in part because no state agency has a strategy targeting their needs. Currently, the HECC does not have a formal plan to address the barriers faced by AI/AN students. Without a strategy, Native students get ignored or coalesced into groups of other underrepresented minorities. The practice of lumping AI/AN students under the umbrella of multiculturalism overlooks their unique legal and political status as members of sovereign nations. As a result, institutional capacity to respond to Native student needs is diminished.

Demographics and Political Power

According to the 2010 U.S. Census, Oregon has 3.8 million people living in the state with 53,000 of those being AI/AN residents.¹⁷ The AI/AN population is 1.4% of Oregon's population as a whole. Because the number of AI/AN is considered "small" compared to the majority (84%) White population, Native peoples often go unnoticed. In fact, AI/ANs are sometimes referred to as the "invisible minority". In the context of higher education, small population size results in fewer students enrolled in the state's post-secondary institutions. In the realm of politics and government, population numbers often equate to power and influence.¹⁸ Thus, the challenges and barriers to higher education that Native students contend with may not be prioritized in comparison to other larger student populations. As a result, many Native students seeking higher education have remained stagnated by political and governmental neglect, and incongruent policy and practices.

Tribal Sovereignty

The nine federally recognized tribes in Oregon have distinct legal and political status as sovereign nations that are separate from local, state or federal governments. In other words, tribes are considered nations with their own governments and laws. ORS 182.162-168 formalizes the government-to-government relationship between State agencies and tribes with statutes that include but are not limited to:

- Policy development on relationships with tribes;
- Program development in cooperation with tribes;
- Professional development for agency staff;
- Attendance at annual meeting;
- Submit an annual report.

From the perspective of the agency, HECC currently meets most of the statutes. The HECC participates in the quarterly Government-to-Government Education Cluster Meeting, participates

¹⁷ Tina Norris, Paula Vines & Elizabeth Hoeffel, "The American Indian Alaska Native Population 2010 US Census Briefs," (U.S. Census Bureau: 2010).

¹⁸ John W. Tippeconnic III & Susan C. Faircloth, "Leadership development for Schools Serving American Indian students: Implications for research, policy and practice (Tempe, AZ: Arizona State University, 2010).

in the annual Legislative Commission of Indian Services (LCIS) professional development training and has identified key contacts in the agency. However, from the perspective of tribes, the agency may not be meeting the mandates.

According to the LCIS, some agencies do a better job at implementing ORS 182.162-168 than others. The ODE was identified by several individuals in the research process as a leader on implementing ORS 182.162-168. The ODE led development on the American Indian/Alaska Native State Plan; is currently implementing the plan in close consultation with tribes; delivering the Tribal Attendance Pilot Project focused on reducing Native American absenteeism; led development on a Native curriculum bill and has two staff positions focused on Native education. The HECC currently does not have a plan or strategy targeting Native higher education students, has not engaged in a consultation strategy, no programs or services directed specifically at Native individuals, or any staff with portfolios solely responsible for the Native higher education landscape.

Despite well meaning efforts to engage with tribes as an act of consultation, tribes may have a very different perspective on what meets the criteria of consultation. For example, the HECC considers attendance at the quarterly Government-to-Government Education Cluster Meeting consultation. However, tribes view consultation as formal meetings planned outside the Government-to-Government Education Cluster Meeting between tribal representatives and agency leadership including the Executive Director.¹⁹ Tribes insist on the presence of executive leadership, which aligns with the notion of government-to-government relationships. The agency perspective of consultation and the tribal perspective of consultation differ greatly. These two perspectives highlight the gap between the agency and tribes and missed opportunities for higher education collaboration.

The inconsistent understanding of tribal sovereignty and thus government-to-government relationships extends to post-secondary institutions in Oregon as well. While several of the public universities have programs and services targeted towards Native students, only one institution recognizes the government-to-government relationship. In 2014, the University of Oregon established the Assistant Vice President and Advisor to the President on Sovereignty and Government-to-Government Relations position. This position functions as a tribal liaison and is dedicated to developing government-to-government relationships with tribes. Establishing tribal liaison positions with direct access to an institution's President and leadership team is critical. These actions generate legitimacy among tribes. Tribes are less inclined to work with institutions that do not have government-to-government relationships.

¹⁹ Legislative Commission on Indian Services, public hearing meeting, February 8, 2017.

RECOMMENDATIONS

Native students face complex challenges. There is no single solution that can address all the higher education barriers they experience. Given the multifaceted nature of their needs, the HECC must work with various stakeholders including tribes, other agencies, post-secondary institutions and non-governmental stakeholders to help Native students in higher education. Policy interventions must address agency and institutional neglect and current inequities in the Native student experience. As well, policy and program development should consider and capitalize the strengths that Native students bring to the higher education landscape. The HECC and post-secondary institutions in Oregon should lead policy development and higher education initiatives that affect tribes in consultation with tribes. The following recommendations reflect best practices:

1. Implement Existing Law and Agency Policy

Implement existing policy to address educational disparities: specifically ORS 182.162-168, the American Indian/Alaska Native State Plan and 2016-2020 Higher Education Coordinating Commission Strategic Plan. Critical features of these documents include:

- I. ORS 182.162-168 recognizes the agency's legal relationship with the nine federally recognized tribes through a formal government-to-government relationship. Agency leadership and staff should re-examine these mandates and evaluate whether all of the statutes are being implemented. If the law is not being fully implemented, the agency should develop a plan and timeline to do so. Implementing these statutes could lead to promising results for AI/AN students and tribes.
- II. Active participation in the American Indian/Alaska Native State Plan will enrich the Native higher education landscape. Three objectives in the American Indian/Alaska Native State Plan offer areas of partnership between HECC, ODE, and the tribes as outlined in the objectives are:
 - o Objective 2: "Increase college or career readiness of AI/AN students to meet or exceed statewide average of all students. All AI/AN students will have the opportunity to graduate from HS with a minimum of three college credits".
 - o Objective 6: "100% of pre-service students completing Oregon Native American Teacher Preparation Programs (UO & PSU) will be recruited by an Oregon school or tribes".
 - o Objective 8: "Chief Education Office, ODE, ELD, YDC, HECC, and TSPC will strategically invest and collaborate with Oregon's federally recognized tribes, Native/Indian organizations, Title VII Programs, and AI/AN

community programs to implement, support, and maintain culturally relevant family/parent”.

- III. The Oregon Higher Education Strategic Plan 2016-2020 highlights six main strategies: goal setting, public college and university funding, pathways, student support, affordability, and economic and community impact. An analysis of Native students through the lens of these strategic themes could provide critical insight into the state of AI/AN higher education in Oregon. In addition, the development of Native education strategy, metrics and goals could dramatically increase AI/AN achievement and stakeholder investment.

2. Tribal Consultation Strategy

Currently, the HECC lacks a statewide consultation strategy with tribes. From an AI/AN perspective, consultation goes beyond formal meetings and gatherings to include ongoing and meaningful engagement with tribal members throughout the year. The agency should develop a statewide consultation strategy to solicit tribal perspectives on higher education needs, challenges, barriers, desires and goals. Tribes want opportunities to contribute to their own higher education priorities and to develop solutions in partnership with agencies and institutions. In the Oregon Department of Transportation (ODOT) training video “Government-to-Government: Building Brides- Working Together” a tribal member commented that a consultation strategy should not be viewed as a burden to the agency, as agencies gain just as much from tribes as tribes do from agencies.²⁰ Consultation offers an opportunity to develop strategic partnerships, implement higher education strategies together with the tribes, and potential resource sharing.

Promising Work Underway:

Several states lead the way on communication and consultation with AI/AN tribes that can be used as models for Oregon. For instance, the State of New Mexico Higher Education Department has developed the New Mexico Higher Education Department State-Tribal Collaboration and Communication Policy. This will assist the agency in developing policies to enhance the government-to-government relationship as well as develop program activities and services related to AI/AN in higher education. Defined goals are embedded within the overarching policy. One goal in the 2015 annual report is, “Communicate with every tribe and Pueblo in New Mexico to discuss the postsecondary needs of their youth”.²¹

²⁰ Oregon Department of Transportation Training Video “Government-to-Government: Building Bridges- Working Together”.

²¹ New Mexico Department of Higher Education, “Annual Report of the New Mexico Department of Higher Education State-Tribal Collaboration Act-July 2015,” accessed April 6, 2017, <http://www.iad.state.nm.us/docs/stca/agencyreports/2015/2015%20STCA%20HED%20Annual%20Report.pdf>

3. Establish an Advisory Council to Serve Native Students

There is no state advisory council, sub-committee, or non-governmental entity solely dedicated to serving the needs of Native students in Oregon. The once voluntary “Postsecondary Education Subcommittee” on AI/AN higher education is now inactive. While Native higher education supporters are spread disparately across institutions and the state as a whole, there is no one mechanism targeting AI/AN students for policy development, higher education initiatives or advocacy. The Commission may establish an advisory council that will make recommendations to the Commission on policy development, overarching goals, data needs, identifying potential partnerships in the communities, and/or other areas of interest or need.

Promising Work Underway:

The Montana University System, Office of the Commissioner of Higher Education created the American Indian Achievement Advisory Council to identify ways to serve AI/AN students, including but not limited to, strategic focus areas, partnership initiatives with high schools and Native American tuition waivers.²² The council is made up of individuals from various state agencies and post-secondary institutions.

4. Facilitate Convening Opportunities

The HECC should facilitate convening opportunities for Oregon’s nine federally recognized tribes with leadership and staff from post-secondary institutions with the potential to invite non-profit organizations, associations and entities already invested in the Native student experience. There are over twenty non-profits in Oregon dedicated to Native peoples that could be potential partners. Convening opportunities promote communication, relationship development, and increase the potential for collaboration. Native peoples value relationships, making collaboration natural approaches to working with others. Many of the effective programs and services cited by interview participants resulted from some kind of co-creation process that involved both Native communities and other partners.

Promising Work Underway:

In April 2017 the University of Oregon unveiled the “Native American and Indigenous Studies Academic Residential Community,” was developed with the support and urging of Oregon’s tribes.²³

²² Montana University System, “AIMA Council,” accessed on April 6, 2017, <http://www.mus.edu/AIMA/council.asp>

²³ Jason Younker, personal communication, March 2, 2017.

5. Provide Professional Development on Tribal Sovereignty

ORS 182.166 addresses training of state agency managers and staff who communicate with tribes. The agency should send relevant managers and staff to the annual Department of Administrative Services training and find ways to share the information internally within the HECC. The HECC can offer a workshop during an all staff meeting or provide training in other ways. For example, the ODOT produced the “Government-to-Government: Building Brides-Working Together” training video to assist staff who work with tribes. Federally recognized tribes are sovereign nations with distinct legal and political status defined in federal and state law. They should be respected as such. Understanding tribal sovereignty will assist the agency in developing relationships with tribes as well as improve institutional capacity to understand AI/AN students more clearly as members of sovereign nations.

6. Advocate for Funded Agency and Institution Positions that Support Native Higher Education

Currently, the HECC does not have a position dedicated to government-to-government relationships and/or Native students. Best practices suggest that agency and post-secondary tribal liaison positions with portfolios responsible for government-to-government relationships are most effective in developing relationships with tribes and providing institutional infrastructure for Native students. These positions must have a “direct line”²⁴ or access to leadership in order to have meaningful influence and legitimacy with tribes. As well, these positions should focus on understanding the educational landscape of Natives in Oregon juxtaposed with nationally.²⁵

Post-secondary institutions with positions dedicated to AI/AN student success give importance to Native students.²⁶ From a Native perspective this is meaningful and can go a long way to recruit, retain, and graduate students. The people in these positions provide critical support for students to be academically and personally successful at their institutions. These positions help develop the Native community. In order for these positions to be effective, they must provide a decent salary to attract and maintain continuity of staff in long term employment. Make hiring staff of color a priority

Promising Work Underway:

The American Indian Student Support Services at Arizona State University in Tempe, Arizona provides key services, programs, and facilitates events to support Native students including but

²⁴ Jason Younker, personal communication, March 2, 2017.

²⁵ Allison Davis White-Eyes, personal communication, February 22, 2017.

²⁶ Tana Atchley, personal communication, February 7, 2017.

not limited to pre-college readiness programs; academic counseling; leadership and mentoring programs; and an American Indian Convocation Graduation Ceremony.²⁷

7. Encourage Culturally Relevant Academic Programs, Courses and Curriculum at Post-Secondary Institutions

Culturally relevant academic programs, courses and curriculum reflect tribal people's distinct ways of thinking and being in the world that are markedly different from that of non-tribal peoples. They incorporate history, governance structures, creation stories, traditional knowledge, culture and language among other things. In addition, cultural relevancy acknowledges Native styles of teaching and learning. A growing body of scholarship supports the idea of culturally relevant curriculum and educational programs as a positive influence on Native students particularly through enrollment, retention and completion metrics. In addition, students note that culturally relevant curriculum, courses, and academic programs breakdown race based stereotypes and improve school climate.²⁸ Frameworks for describing the value of culturally relevant AI/AN higher education are required to move policy in this direction.

Promising Work Underway:

In 2017, the Oregon legislature passed Senate Bill 13 which directs the ODE to "develop curriculum relating to Native American experience in Oregon, and to provide professional development related to curriculum."²⁹ Its passage and the significant number of supporters who rallied behind the bill illustrate the growing desire of tribes, agencies and the legislature to address educational disparities among AI/AN students. This was a victory for tribes and Oregon's Native peoples. The groundwork behind this bill reflects a network of stakeholders including the nine federally recognized tribes, Governor Kate Brown, the legislature, ODE, the Chief Education Office and non-profit organizations. This represents a growing momentum in the state to develop policies, programs and services for AI/AN students.

Portland State University (PSU) has developed an American Indian Teacher Program in the Graduate School of Education specifically targeted for AI/AN individuals.³⁰ The program has successfully recruited, retained, and graduated several cohorts of students. One student recounts, "...Surrounded by Native educators, voicing concerns, feelings, and advocating for Native people and our education, I looked in the mirror with a whole new perspective, power and self-identity as a Native educator".³¹ PSU is one of the institutions identified in the American Indian/Alaska Native State Plan. HECC should consider if there are ways to enhance the work

²⁷ American Indian Student Support Services, accessed April 6, 2017, <https://aisss.asu.edu/>

²⁸ Center for Native American Youth At the Aspen Institute, "Voices of Native Youth Report," Volume IV, 2015.

²⁹ Senate Bill 13 curriculum relating to Native American experience in Oregon, and to provide professional development related to curriculum, accessed April 6, 2017

<https://olis.leg.state.or.us/liz/2017R1/Downloads/MeasureDocument/SB13>

³⁰ Portland State University, "Graduate School of Education: American Indian Teacher Program", accessed April 6, 2017, <https://www.pdx.edu/aitp/home>

³¹ Maria Tenorio, quote shared via email from American Indian Teacher Program annual report, April 4, 2017.

being done at PSU and other institutions to support the American Indian/Alaska Native State Plan.

8. Mitigate Financial Barriers

Students across Oregon face financial barriers to their higher education pursuits. This is especially pronounced for Native students who are often low income. Tribes in the state vary to the extent that they can provide financial resources to students and to which they encourage students to attend post-secondary institutions. Taking on one or more jobs is commonplace for today's students. To mediate financial barriers, dual enrollment programs should be available for Native students as outlined the by American Indian/Alaska Native State Plan. The HECC should explore ways to market existing financial resources to Native students including the Oregon Promise. As well, the HECC can initiate, facilitate the fundraising of, or potentially establish an endowment and/or scholarship specifically designated for Native students.

Promising Work Underway:

The State of Washington, Washington Student Achievement Council worked in collaboration with the AI/AN community and other private sector partners to found the American Indian Endowed Scholarship.³²

9. Publish an American Indian/Alaska Native Higher Education Resource Guide

Little to no formal information is available to assist AI/AN students in Oregon with making informed decisions about higher education. This final recommendation endorses the HECC's publication of a resource guide to highlight vibrant learning environments at the public universities and community colleges that support AI/AN students, and to make those resources more easily accessible to students and their families. This document should contain information on programs, resources, and contact information at Oregon's public universities and community colleges for AI/AN students who are matriculating or currently enrolled in higher education institutions. A comprehensive guide of information would be best obtained with a participatory informational request to the institutions.³³

³² Washington Student Achievement Council, "American Indian Endowed Scholarship" accessed April 6, 2017, <http://www.wsac.wa.gov/american-indian-endowed-scholarship>

³³ Please see Appendix C to view a draft American Indian/Alaska Native Higher Education Resource Guide with information on the seven public universities. This draft guide provides a preliminary list of programs and services specifically for AI/AN students and was obtained from institutional websites and other sources.

CONCLUSION

The transformative power of higher education cannot be overstated. It has the potential to positively change someone's life. The HECC knows this through the countless stories of students. Native students are among those achieving great successes and positively impacting their tribes and the state as whole. They are a source of hope because despite numerous barriers stacked against them, they persist. Native students go on to become teachers, administrators at post-secondary institutions, non-profit leaders, business owners and a host of other professions that are visible all over the state.

Investing in Native higher education is beneficial for everyone. Research consistently shows that post-secondary education often secures higher salaries and greater professional opportunities among other benefits. For Native students though, higher education has often been entangled in outdated policies that do not honor their tribal cultures. Thus, today's Native students want educational opportunities that honor who they are as tribal members. While there is no one single solution or approach to mitigate the barriers Native students experience, agencies can explore various options to improve academic engagement and outcomes. The recommendations in this report provide a starting point to consider how to move the Native higher education landscape forward and to capitalize on the strengths students and tribes offer.



Oregon State University Crown (Photo Courtesy of Mahalia Newmark)

APPENDIX A: PURPOSE AND PROCESS

This report is focused on two things. First, it draws attention to the visibility of AI/AN higher education students in OR and the programmatic and services gaps they experience. Second, the document offers recommendations to the HECC and Oregon's post-secondary institutions based on best practices that will potentially improve Native student post-secondary engagement, participation and performance rates. The intended audience for the report is the HECC agency, commission, and post-secondary institutions in Oregon.

Three foundational documents were used to orient this report:

- I. Oregon Revised Statutes (ORS) 182.162-168 "Relationship of State Agencies with Indian Tribes" recognizes the agency's legal relationship with Oregon's nine federally recognized tribes through a formal government-to-government relationship. It outlines legal mandates required for agencies to implement including, but not limited to, policy development on relationships with tribes, program development in cooperation with tribes, professional development for agency staff and annual meeting participation. Please see Appendix B to view ORS 182.162-168.
- II. The American Indian/Alaska Native Education State Plan³⁴ seeks to improve opportunities and outcomes for Native youth and is focused primarily on the kindergarten through grade twelve continuum. The plan includes eleven objectives with strategies and measurable outcomes, and aligns with the Oregon Department of Education's strategic goals. Nonetheless, the HECC and selected post-secondary institutions are identified as partners in specific areas of the plan.
- III. The Oregon Higher Education Strategic Plan 2016-2020³⁵ highlights six strategies: goal setting, public college and university funding, pathways, student support, affordability, and economic and community impact. The document discusses broad overarching themes and goals that apply to all of Oregon's post-secondary students. The plan does not provide strategies or goals specifically for members of AI/AN sovereign nations, students by race/ethnicity or other categories of diversity. However, all six themes are relevant to Native students.

The report's findings are informed by trends in higher education policy; scholarship on Native higher education; interviews conducted with academics and administrators at post-secondary institutions, practitioners in the field and political and government officials. In addition, information was gathered from government-to-government meetings, public hearings and education events.³⁶

³⁴ Oregon Department of Education, "Oregon American Indian/Alaska Native Education Plan 2015" accessed April 6, 2017, http://www.ode.state.or.us/opportunities/grants/nclb/title_vii/2015-final-oregon-american-indian-alaska-native-state-plan.pdf

³⁵ Higher Education Coordinating Commission, 2016-2020 Oregon Higher Education Strategic Plan, accessed April 6, 2017 https://www.oregon.gov/HigherEd/Documents/HECC/Reports-and-Presentations/HECC-StrategicPlan_2016.pdf

³⁶ See Appendix C to see a complete list of interviews and meetings.

APPENDIX B: OREGON STATUTES

RELATIONSHIP OF STATE AGENCIES WITH INDIAN TRIBES

182.162 Definitions for ORS 182.162 to 182.168. As used in ORS 182.162 to 182.168:

- (1) “State agency” has the meaning given that term in ORS 358.635.
- (2) “Tribe” means a federally recognized Indian tribe in Oregon. [2001 c.177 §1]

Note: 182.162 to 182.168 were enacted into law by the Legislative Assembly but were not added to or made a part of ORS chapter 182 or any series therein by legislative action. See Preface to Oregon Revised Statutes for further explanation.

182.164 State agencies to develop and implement policy on relationship with tribes; cooperation with tribes.

- (1) A state agency shall develop and implement a policy that:
 - (a) Identifies individuals in the state agency who are responsible for developing and implementing programs of the state agency that affect tribes.
 - (b) Establishes a process to identify the programs of the state agency that affect tribes.
 - (c) Promotes communication between the state agency and tribes.
 - (d) Promotes positive government-to-government relations between the state and tribes.
 - (e) Establishes a method for notifying employees of the state agency of the provisions of ORS 182.162 to 182.168 and the policy the state agency adopts under this section.
- (2) In the process of identifying and developing the programs of the state agency that affect tribes, a state agency shall include representatives designated by the tribes.
- (3) A state agency shall make a reasonable effort to cooperate with tribes in the development and implementation of programs of the state agency that affect tribes, including the use of agreements authorized by ORS 190.110. [2001 c.177 §2]

Note: See note under 182.162.

182.166 Training of state agency managers and employees who communicate with tribes; annual meetings of representatives of agencies and tribes; annual reports by state agencies.

- (1) At least once a year, the Oregon Department of Administrative Services, in consultation with the Commission on Indian Services, shall provide training to state agency managers and employees who have regular communication with tribes on the legal status of tribes, the legal rights of members of tribes and issues of concern to tribes.
- (2) Once a year, the Governor shall convene a meeting at which representatives of state agencies and tribes may work together to achieve mutual goals.
- (3) No later than December 15 of every year, a state agency shall submit a report to the Governor and to the Commission on Indian Services on the activities of the state agency under ORS 182.162 to 182.168. The report shall include:
 - (a) The policy the state agency adopted under ORS 182.164.
 - (b) The names of the individuals in the state agency who are responsible for developing and implementing programs of the state agency that affect tribes.

(c) The process the state agency established to identify the programs of the state agency that affect tribes.

(d) The efforts of the state agency to promote communication between the state agency and tribes and government-to-government relations between the state and tribes.

(e) A description of the training required by subsection (1) of this section.

(f) The method the state agency established for notifying employees of the state agency of the provisions of ORS 182.162 to 182.168 and the policy the state agency adopts under ORS 182.164. [2001 c.177 §3]

Note: See note under 182.162.

182.168 No right of action created by ORS 182.162 to 182.168. Nothing in ORS 182.162 to 182.168 creates a right of action against a state agency or a right of review of an action of a state agency. [2001 c.177 §4]

Note: See note under 182.162.

APPENDIX C: LIST OF MEETINGS AND INTERVIEWS

Meetings		
Government-to-Government Education Cluster Meeting	Confederated Tribes of Warm Springs, Warm Springs Indian Reservation, OR	September 2016
Government-to-Government Community Conversation Meeting	Burns Paiute Tribe, Burns Paiute Reservation, OR	November 2016
Symposium on Contemporary Native American Issues in Higher Education	University of Washington, Tacoma, WA	November 2016
Legislative Commission on Indian Services public hearing meeting	State Capitol, Salem, OR	February 2017
Oregon Indian Education Association meeting	State Capitol, Salem, OR	February 2017
Interviews		
Tana Atchley (Modoc/Paiute/Karuk)	Tribal Workforce Development & Outreach Coordinator at the Columbia River Intertribal Fish Commission	February 2017
Gordon Bettles (Klamath)	Many Nations Longhouse Steward & Director of Native American Initiatives at the University of Oregon	March 2017
Senator John McCoy (Tulalip)	State of Washington	March 2017
Commissioner Terry Cross (Seneca)	Executive Director of the National Indian Child Welfare Association	March 2017
Allison Davis-White Eyes	Director of Diversity & Cultural Engagement at Oregon State University	February 2017
Karen Quigley	Executive Director of the State of Oregon Legislative Commission on Indian Services	March 2017
Cece Ridder	Assistant Vice President of Student Access and Success at Portland State University	March 2017
Maria Tenorio (San Felipe Pueblo)	American Indian Teacher Program Director at Portland State University	February 2017
Jason Younker (Coquille)	Assistant Vice President and Advisor to the President on Sovereignty and Government to Government Relations at the University of Oregon	March 2017

APPENDIX D: RESOURCE GUIDE

The American Indian/Alaska Native Higher Education Resource Guide seeks to provide information on programs, resources, and contact information at Oregon's seven public universities for American Indian/Alaska Native (AI/AN) students who are matriculating or currently enrolled in higher education institutions. The purpose of the resource guide is to highlight the vibrant learning environments that support AI/AN students and make those resources more easily accessible to AI/AN students and their families³⁷. Information contained on the seven public universities include the following institutions:

- Eastern Oregon University
- Oregon Institute of Technology
- Oregon State University
- Portland State University
- Southern Oregon University
- University of Oregon
- Western Oregon University

This resource guide may also be used as a reference for other universities, community colleges, and organizations that serve AI/AN students and their families.

³⁷ This resource guide provides a preliminary list of programs and services at the seven public universities specifically for AI/AN students and was obtained from institutional websites and other sources. Other programs and services targeted toward AI/AN students may exist that are not highlighted here. A comprehensive guide of information should include all of the public universities and community colleges and would be best obtained with a participatory informational request to the institutions.

Eastern Oregon University

One University Boulevard
La Grande, OR 97580
(800) 452-8639
Or (541) 962-3672

Mission Statement: Eastern Oregon University (EOU) guides student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world. As an education, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of our region and state.

Admissions: (800) 452-8639, eou.edu/admissions
Career Center: (541) 962-3711, eou.edu/career
Disability Services: (541) 962-3081, eou.edu/disability
Diversity Committee: (541) 962-3329, eou.edu/diversity
Financial Aid: (800) 452-8639 or (541) 962-3550, eou.edu/fao
Housing & Residence Life: (541) 962-3553, eou.edu/reslife
Learning Center: (541) 962-3663, eou.edu/lcenter
Multicultural Center: (541) 962-3741, eou.edu/mc
Registrar: (541) 962-3607, eou.edu/registrar
Rural and Native American Programs: (541) 962-3588, eou.edu/rnap
Transfer: (541) 663-9825, eou.edu/admissions/transfer

Key Contacts

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Coordinator
Rural & Native American Program
Eastern Oregon University
Hoke 319
La Grande, OR 97850
(541) 962-3588
walkerss@eou.edu

EOU Programs and Services

- Rural & Native American Program offers:
 - Academic advising for Native American students.
 - Native American Heritage Month events in November to educate people and celebrate Native American culture and history.
 - Indian Arts Festival and Pow Wow the weekend after mother's day weekend. The two-day event includes drumming, singing, food, art and craft vendors, and is free and open to the public.
 - Diversity conferences including the Oregon Indian Education Association, Oregon Students of Color Coalition, National Indian Education Association, Oregon Health & Science University career fair, etc.
 - Student panels.
 - Financial Aid Scholarship & Academic support workshops. Speaker events and film showings.
- The undergraduate Native American Studies minor integrates a wide variety of academic areas including anthropology, history, political science, economics, business and law. The objective of the program is to increase the diversity of the Eastern Oregon University (EOU) educational process. The minor will lead to a greater understanding of Native American peoples who have had significant roles in the history and tenure of North America. Knowledge of Native American people's general and specific belief systems benefits EOU students in all fields of study.
- Speel-Ya Native American Student Council is one of institution's oldest and most active student clubs. Membership is open to all EOU students.
- The First Citizen Award is an endowed scholarship intended to encourage AI/AN students to enroll and complete a four-year degree from EOU. Applicants must be full-time undergraduate students seeking a first degree, with a minimum of 12 credits hours per term, and maintain a 2.5 grade point average. In addition, applicants must also provide documentation of tribal and/or native corporation membership, demonstrate active involvement in one university recognized service project each year of the award, and maintain contact with the Office of Rural & Native American Programs. The First Citizen Award is renewable up to five years and has an option to increase in award amount each year student maintains all eligibility requirements.

Oregon Institute of Technology

3201 Campus Drive
Klamath Falls, OR 97601
800-422-2017
Or 541-885-1000

Mission Statement: Oregon Institute of Technology (Oregon Tech), an Oregon public university, offers innovative and rigorous applied degree programs in the areas of engineering, engineering technologies, health technologies, management, and the arts and sciences. To foster student and graduate success, the university provides an intimate, hands-on learning environment, focusing on application of theory to practice, Oregon Tech offers statewide educational opportunities for the emerging needs of Oregonians and provides information and technical expertise to state, national and international constituents.

Admissions: (800) 422-2017 or (541) 885-1024, oit.edu/admissions
Career Services: (541) 885-1020, oit.edu/career-services
Disability Services: (541) 851-5227, oit.edu/academics/ssc/disability-services
Diversity Center: oit.edu/campus-life/student/programs/diversity-center
Financial Aid: (541) 885- 1280, oit.edu/college-costs/financial-aid
Housing & Residence Life: (541) 885-1094, oit.edu/campus-life/housing
Registrar: (541) 885-1300, oit.edu/registrar
Student Success Center: (541) 851-5179, oit.edu/academics/ssc
Transfer: (800) 422-2017, oit.edu/admissions/transfer

OIT Programs and Services

- The Diversity Center has a Cultural Hours program that hosts monthly events to encourage diversity awareness and appreciation, including one on Native American heritage.



Near the Warm Springs Indian Reservation (Photo Courtesy of Mahalia Newmark)

Oregon State University

1500 SW Jefferson St
Corvallis, OR 97331
541-737-1000

Mission Statement: As a land grant institution committed to teaching, research and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions in maintaining a rigorous focus on academic excellence, particularly in the three signature areas: advancing the science of sustainable earth ecosystems, improving human health and wellness, and promoting economic growth and social progress.

Admissions: (800) 291-4192 or (541) 737-4411, admissions.oregonstate.edu
Career Development Center: (541) 737-4085, career.oregonstate.edu
Disability Access Services: (541) 737-4098, ds.oregonstate.edu
Diversity & Cultural Engagement: (541) 737-9030, dce.oregonstate.edu
Financial Aid & Scholarships: (541) 737-2241, financialaid.oregonstate.edu
Learning Center:
Native American Longhouse Eena Haws: (541) 737-2738, dce.oregonstate.edu/nal
Registrar: (541) 737-4331, registrar.oregonstate.edu
Transfer: (541) 737-8562, transfer.oregonstate.edu
University Housing & Dining Services: (541) 737-4771, uhds.oregonstate.edu

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Luhui Whitebear-Cupp

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Native American Longhouse Eena Haws
311 SW 26th St.
Corvallis, OR 97331
541-737-9036

OSU Programs and Services

- Native American Longhouse (NAL) Eena Haws is a longhouse on campus where Indigenous students can be in community and express their culture. The space represents the Indigenous people of the Americas and Pacific Islands. NAL provides educational opportunities with events in fall, winter and spring terms that highlight Indigenous history, culture, and current issues. This helps give the broader campus community more understanding about Indigenous people. NAL is a source of support honoring the culture of the first people on this land, including Alaskan Natives and Pacific Islanders. In addition, NAL has an area for students to congregate socially and relax, study with free computer printing, a kitchen to prepare home cooked meals, and a spiritual area for prayer or quiet contemplation. All students are welcome.
- The undergraduate Ethnic Studies major or minor includes core courses on race and ethnicity, and a concentration area including the option of concentrating on Native American Studies. Students must also complete a community internship. Programs of study are designed in close communication with a program advisor.
- American Indian Initiatives is a cross-campus group of interested faculty, students and staff working to enhance Indigenous initiatives promoting intercultural understanding in a national and international context. The group is also committed to furthering the success of AI/AN students at Oregon State University (OSU), as well as developing relationships and creating networks with tribal organizations.
- The Native American Student Association (NASA) is dedicated to promoting Native American education in higher education institutions, preserving and promoting Native American culture and identity, upholding Native American rights and to retaining Native American students attending OSU.



Native American Longhouse Eena Haws at OSU (Photo Courtesy of OSU)

Portland State University

PO Box 751
Portland, OR 97207
800-547-8887
Or 503-725-3000

Mission Statement:

- We promote access, inclusion and equity as pillars of excellence.
- We commit to curiosity, collaboration, stewardship and sustainability.
- We strive for excellence and innovation that solves problems.
- We believe everyone should be treated with integrity and respect

Admissions: (503) 725-3511, pdx.edu/undergraduate-admissions

Advising & Career Services: (800) 547-8887 Ext. 5-4005 or (503) 725-4005, pdx.edu/advising-career-services

Disability Resource Center: (503) 725-4150, pdx.edu/drc

Financial Aid: (503) 725-3461

Global Diversity and Inclusion: (503) 725-5919, pdx.edu/diversity

Housing & Residence Life: (503) 725-4375, pdx.edu/housing

Learning Center: (503) 725-4448, pdx.edu/tutoring

Native American Student Services: (503) 725-5348, pdx.edu/nativestudents

Registrar: (503) 725-3220, pdx.edu/registration

Transfer: pdx.edu/undergraduate-admissions/transfer-how-when-to-apply

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Trevino Brings Plenty

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Dr. Maria Tenorio

Graduate School of Education
American Indian Teacher Program Director
1900 SW Fourth Avenue, Suite 290A
Portland, OR 97207
(503) 725-9925
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PSU Programs and Services

- Native American Student Services offers key services for the retention and success of the NA/AN students:
 - Student advising, counseling, advocacy, and referral to appropriate student services and intervention assistance.
 - Annual Financial Aid and Scholarship workshops. Assists students in their search for scholarships and with completing the application process.
 - Provides leadership development opportunities and guidance to AI/AN students by involving them in numerous activities and internships throughout the year.
 - Assists Native American student clubs on campus - United Indian Students in Higher Education and the American Indian Science and Engineering Society (AISES) to provide connections to campus life.
 - Coordinates services provided by Portland Urban Indian Programs and community organizations such as the Native American Youth Association, Native American Rehabilitation Association, and the Title VII Indian Education Program to benefit of NA/AN students
 - Sponsors the yearly NA/AN Graduation Honor Day Ceremony and serves as liaison to American Indian/Alaskan Native Tribes

- The Indigenous Nations Studies (INST) program is an interdisciplinary program with coursework drawn from a wide range of departments and school. The focus of this curriculum is the histories and cultures of American Indians, Alaska Natives, and Native Hawaiians. Students of all ideologies and cultural backgrounds are welcome. INST also offers a wide variety of community and campus events.

- The American Indian Teacher Program, sited within the Curriculum and Instruction department of the Graduate School of Education, provides funding through the U.S. Department of Education's office to members of federal and state recognized tribes who wish to become licensed as teachers. Each year students admitted receive full tuition, all test and licensing fees, living stipends, books, parking, dependent care, and health insurance. Students are admitted as a cohort with a cohort and meet monthly to discuss research and issues related to culturally responsive/community based practice.

- The Native American Student and Community Center (NASCC) mission is to provide a location where Native American, Alaskan Native and Pacific Islander students connect to other students, faculty, staff and community members in an inclusive and supportive environment. NASCC also welcomes the greater Native community to Portland State University's campus, providing opportunities for shared learning and understanding. NASCC is a two-story structure built in 2003. The building includes a Nimiipuutimt Gathering Place, computer lab, classrooms, office space, meeting and conference rooms, and a roof top garden connected to building by a ceremonial walkway.

- American Indian Science and Engineering Society College Chapter is focused on increasing the representation of American Indians, Alaska Native, Native Hawaiians, Pacific Islanders, First nations and other Indigenous peoples of North America in science, technology, engineering and math studies and careers.

Southern Oregon University

1250 Siskiyou Boulevard
Ashland, OR 97520
541-552-7672

Mission Statement: Southern Oregon University is an inclusive campus community dedicated to student success, intellectual growth, and responsible global citizenship.

Academic Advising: (541) 552-6213, sou.edu/advising/
Admissions: (800) 470-3377 or (541) 552-6411, sou.edu/admissions
Career Connections: (541) 552-6131, sou.edu/careers/
Disability Services: (541) 552-6213, sou.edu/dr/
Diversity and Inclusion Center: (800) 482-7672 or (541) 552-6459, sou.edu/diversity/
Financial Aid: (541) 552-6600, sou.edu/enrollment/financial-aid/
Housing: (541) 552-6371, sou.edu/housing/
Native American Studies: (541) 552-6751, sou.edu/natam/
Transfer: (800) 470-3377 or (541) 552-6411, sou.edu/admissions/apply/transfer

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Brent Florendo

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Ashland, OR 97520
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SOU Programs and Services

- Native American Studies (NAS) is an interdisciplinary academic program in the Division of Humanities and Culture. The program aims to educate all students about the knowledge, experiences, and rich cultural heritage of the Indigenous peoples of Oregon and beyond. NAS offers a 24-credit minor and a 36-credit certificate in Native American Studies, both of which allow students to choose from a variety of courses in Native American Studies and in other programs.
- Konaway Nika Tillicum is annual eight-day academic residential camp on Southern Oregon University's campus for Native American students in grades seven through twelve. The program provides a broad range of classes, lectures, cultural experiences and recreational activities. Konaway Nika Tillicum facilitates academic exploration and interaction with instructors, and exposes youth to a university environment. Many students are recruited to SOU through this outreach program. This is a completely self-supported program, generating funds each year through grants, donations, and fundraisers.
- Native American Student Union at Student Life is an organization for Native and allied students to create community and contribute to the other communities. They provide support and help people find resources-academic or otherwise. NASU's community contributions include the annual spring Powwow, salmon bakes, Native youth outreach, and sending NASU members to conferences.
- The Queer Resource Center and the Queer Indigenous Studies course hosts an annual Queer Indigenous Gathering on campus to explore concepts of survivance (survival + resistance = continuance), heteropatriarchy, heteronormativity, eroticism, love, healing, community, gender, and sexuality. This collaborative final project brings together students for a community dinner and educational celebration that serves to unsettle racism, settler colonialism, and heterosexism. The event is free and all are welcome.
- In April 2017 SOU will host the Oregon Indian Education Association Conference "Radical Hope and Indigenous Futures: Native Knowledge Transforming Oregon Indian Education," which includes a variety of presentation sessions, panel presentations, and a film festival.

University of Oregon

1585 E 13th Ave
Eugene, OR 97403
541-346-1000

Mission Statement: Serving the state, nation and world since 1876. The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. We work at a human scale to generate big ideas. As a community of scholars, we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively and live ethically.

Accessible Education Center: (541) 346-1155, aec.uoregon.edu/content/about
Admissions: (800) 232-3825, admissions.uoregon.edu/request
Career Center: (541) 346-3235, career.uoregon.edu
Center for Multicultural Academic Excellence: (541) 346-3479, inclusion.uoregon.edu/node/61
Diversity Resources for Students: admissions/uoregon.edu/open/resources
Financial Aid & Scholarships: (541) 346-3221, financialaid.uoregon.edu
Housing: (541) 346-4277, housing.uoregon.edu
Multicultural Center: (541) 346-4321, inclusion.uoregon.edu/mcc
Native American Students at the UO, Admissions: (541) 346-0681, admissions.uoregon.edu/freshmen/nativeamerican
Registrar: (541) 346-2935, registrar.uoregon.edu
Transfer: (800) 232-3825, admissions.uoregon.edu/transfer

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UO Programs and Services:

- The Native American Studies (NAS) minor is an interdisciplinary field that uses multiple approaches from history, anthropology, law, literature, ethnic studies, and other disciplines to understand Native American lives. Classes examine Native American identities, practices, histories, cultures and political statuses in context from the earliest times until present. The unique place of tribes in the state-tribal-federal intergovernmental matrix and the myriad of distinct issues Native peoples of the United States face, from language and cultural protection to environmental issues to economic development and beyond. NAS minor complements many other programs.
- The College of Education's Sapsikwala (Teacher) Education Project is a master's program that trains Native American students to become professional educators, allowing them to help their communities by returning to teach in Native schools. This program was developed in partnership with Oregon's nine federally recognized tribes.
- The Many Nations Longhouse serves as a place of respite for American Indian students at the University of Oregon as they navigate their academic endeavors. Its mission is to provide welcome, respecting the diversity of numerous American Indian cultures and beliefs. The Many Nations Longhouse is a place of community, welcome, peace, harmony, cultural exchange, and of individual support. It is used for personal, cultural, social, and academic events, is the oldest continuously operated longhouse on a college campus in the Northwest.
- The Native American Student Union (NASU) assists American Indian, Alaskan Natives and Indigenous Peoples in maintaining cultural values while pursuing their educational goals. NASU emphasizes the support of, the safety of, and the educational success of the Native American community. NASU is also actively involved in recruitment and retention of both High School and college Native American students. The NASU organization seeks to treat all people fairly and equally within the organization as well as within the community. Diversity is respected within the Native community as well as outside of it. NASU maintains an alcohol and drug free ethic. The organization holds many events throughout the school year, and these events promote the cultural development of our campus, as well as recruit future students.
- NASU organizes an annual Mother's Day celebration and pow-wow.
- The Northwest Indian Language Institute (NILI) provides Native language teachers and community members with training in language teaching, materials and curriculum development, benchmarks creation, and linguistics. With tribal partners, NILI supports and strengthens language preservation efforts by establishing collaborative, on-going projects which meet the specific needs and desires of each language community. NILI offers Sahaptin and Tolowa dialect studies.
- The Tribal Climate Change Project within the Environmental Studies Program offers UO students the opportunity to take on internships and research positions examining how tribes can be involved in tackling climate change. The project focuses on understanding

UO Programs and Services continued...

- needs and opportunities for tribes in addressing climate change, examining the government-to-government relationship in a climate context and exploring the role of traditional knowledge in climate change studies, assessments and plans. Three key research areas include Tribal adaptation and mitigation planning, management of off-reservation resources, and tribal consultation in the context of climate change.
- The UO Native American Law Students Association (NALSA) chapter seeks to promote the study and development of Indian law by providing a forum for the discussion of indigenous rights and contemporary issues. NALSA thus strives to incorporate legal investigation into contemporary inquiries affecting Indian communities. Similarly, NALSA provides a community for law students at UO with interests in Indian law or traditional Native governments. NALSA also creates networking opportunities with scholars, alumni, attorneys and guest speakers within our community.
- The Bridge of the Gods Summer Academy is a joint program of the Office of Equity and Inclusion and Lane Community College. The academy is a free, two-week-long residency program for Native American high school students designed to encourage high school students to start thinking about and working toward a college education.
- The Native American Future Stewards Fellowship waives tuition for graduate scholars for up to two years of study. The waiver is in partnership with Oregon's nine federally recognized tribes. For more information please see: <https://gradschool.uoregon.edu/future-stewards>



University of Oregon Many Nations Longhouse (Photo courtesy of Mahalia Newmark)

Western Oregon University

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Mission Statement: Western Oregon University is a comprehensive public university, operating for the public good, which:

- Provides effective learning opportunities that prepare students for a fulfilling life in a global society;
- Supports an accessible and diverse campus community; and
- Improves continuously our educational, financial, and environmental sustainability.

Academic Advising and Learning Center: (503) 838-8428, wou.edu/advising

Admissions: (877) 877-1593, wou.edu/admissions

Disability Services: (503) 838-8250, wou.edu/disabilityservices

Diversity and Inclusion Center: Voice: (503) 838-8258 Video Phone: (503) 512-5258, wou.edu/disabilityservices

Financial Aid: (877) 877-1593, wou.edu/finaid

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Multicultural Student Services and Programs: (503) 838-8737, wou.edu/multicultural

Registrar: (503) 838-8327, wou.edu/registrar

Service Learning and Career Development: (503) 838-8432, wou.edu/slcd

Transfer: Contact Office of Admissions (877) 877-1593, wou.edu/admissions

WOU Programs and Services

- Memorial Student Union Annual Pow Wow includes vendors, dancers, drummers and fry bread. The Pow Wow is competitive with categories in fancy dancing, traditional dancing, grass dancing and jingle dancing for tiny tots, teens, men and women.

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