

North Dakota State University

American Indian Recruitment Retention and Research Center (AIR³C)

March 10, 2011

Chairman Holmberg and Members of the Appropriations Committee:

My name is Jaclynn Davis Walette. I am the Assistant Vice President of Equity, Diversity, and Global Outreach of North Dakota State University, and I am here to discuss our proposed American Indian Research, Recruitment, and Retention Center.

Presently, at North Dakota State University, we have a total of 135 American Indian students enrolled in classes. We have a direct link with all five of the ND Tribal Colleges that has a history of 11 years of successes. The link is accomplished through the work of NDSU faculty across campus and the NDSU Tribal Partners Program. The director of that particular program travels for program collaboration purposes to Tribal Colleges statewide and hosts representatives from those colleges on the NDSU campus to meet with campus officials. Not only do we have a direct link with the Tribal Colleges through our programs, we also share the mission and vision of a land grant institution with them. As you may know, the Tribal Colleges in the state are designated also as land grant institutions. Our land grant link engages NDSU programs and NDSU extension with tribal communities in a variety of areas including agriculture, food sciences, natural resource management, engineering, and many applied areas of study.

Currently, federal and private foundation NDSU funded programs, in partnerships with Tribal Colleges in the state, focus around areas such as agriculture, pre-engineering, Dakota language and culture studies, and nursing. In total, these areas have garnered over 6.3 million dollars in grants from the above mentioned sources. Please see the attached document for information regarding those awards. These grants provide opportunities for American Indian students to connect with NDSU. For these program to fully support the intended participants, there needs to be created a place where American Indian students can come together on campus to support one another's efforts and to inform others from across the state of the issues facing American Indians in higher education. Those awards also are limited in their abilities to outreach into urban Indian populations and sharing research findings with tribal colleges and other communities across our state.

One particular area, in which NDSU has shown success in linking to another aspect in American Indian communities, is in our ties to the Fargo American Indian community. As you may know, the state's urban areas experience high rates of homelessness, violence, and high school dropouts in regards to the American Indian populations living in those cities. In Fargo, we are working as a community to address these problems. I, personally, serve on the City of Fargo's Native American Commission and have helped establish a Fargo-Moorhead Native American coalition from which a subcommittee recently formed to explore ways in which to establish an urban Indian health center in the community. This exploration is overseen by NDSU faculty member Dr. Donna Grandbois, enrolled tribal member of Turtle Mountain. We both have been contacted by residents from the cities of Bismarck and Grand Forks, ND seeking guidance on urban Indian to the larger community relations.

Our campus committee believes both the higher education and the urban Indian consultation projects strengthen NDSU's ties to the state's American Indian population. The Center is a wonderful opportunity to

collaborate with people from across the state who also seek ways in which to work closely with American Indians at resolving issues in a culturally appropriate environment.

We believe we have the interest and desire to expand our committee, we simply do not have the capacity to move forward in creating a program where American Indian students are recruited and retained while performing research activities to assist the state in working with American Indian populations in an efficient, but culturally respectful fashion. We envision developing a center where these activities will be realized. The proposed center will utilize a student-centered, culturally sensitive and community connective approach that envelops the student within a support structure of new and existing functions. The literature shows this to be an effective approach for diverse cultures. The center will act as a portal for students coming from reservation or urban communities as they enter into the NDSU campus community and will prepare them to eventually fully utilize existing resources. During this transition, the center will offer opportunities for authentic connections with the different departments and areas that comprise the campus community. Federal funding agencies recognized the need for such approaches to facilitate completion of necessary but challenging majors. Retention activities will focus on both in-class and out-of-class functions, using and augmenting existing campus resources (Trio, Center for Writers, Multicultural Programs Office, etc.) where needed. Research activities will focus on two primary areas of activity.

One area of activity is research on effectiveness of programs and approaches for recruitment and retention of American Indian students. This will be done in a respectful fashion culminating in co-ownership of research data with the American Indian community. Particular efforts to partner with Tribal Colleges will be pursued.

The second area of emphasis is the role of the center as a portal between campus research groups and communities around the state and the Tribal Colleges and American Indian populations in urban and reservation settings. Such activities would provide meaningful research experiences for students, opportunities for campus employment and community demonstration of educational utility. Activities in this area would include sponsoring: on-campus speakers from American Indian populations, visits to reservations, outreach to the urban Indian communities, summer internships and educational camps.

The mission of the North Dakota State University American Indian Recruitment, Retention, and Research Center is to promote the intellectual health and well-being of American Indian students of all ages by pursuing research, education, continuing education, technical assistance, and information dissemination within a comprehensive biological, psychological and sociological framework that recognizes the unique cultural context of this population and its support systems.

Included with the amendment is a point paper that uses bulleted statements to describe the background and plans for an NDSU American Indian Recruitment, Retention, and Research Center, AIR³C. There are four sections: 1) a historic background of American Indian education in North Dakota and its connection to the North Dakota University System. 2) a description of current activities of NDSU with Tribal Colleges and other organizations supporting American Indians that have received recognition and support 3) the strategic plan and operating method as currently envisioned for the center, and 4) a business plan spanning the time from the present to normal operation of the center.

I am happy to address any questions you have. Thank you for your time and consideration. I ask that you accept this amendment to engrossed House Bill No. 1003 and pass the bill.

North Dakota State University

American Indian Recruitment Retention and Research Center (AIR³C)

MISSION STATEMENT: American Indian Recruitment Retention and Research Center

The mission of the North Dakota State University American Indian Recruitment, Retention, and Research Center is to promote the intellectual health and well-being of American Indian students of all ages by pursuing research, education, continuing education, technical assistance, and information dissemination within a comprehensive biological, psychological and sociological framework that recognizes the unique cultural context of this population and its support systems.

INTRODUCTION

This is a point paper that uses bulleted statements to describe the background and plans for an NDSU American Indian Recruitment, Retention, and Research Center, AIR³C. There will be four sections to this paper; the first will provide a historic background of American Indian education in North Dakota and its connection to the North Dakota University System. The second section will describe current activities of NDSU with tribal colleges and other organizations supporting American Indians that have received recognition and support. The third section will present the strategic plan and operating method as currently envisioned for the center. The fourth and final selection will provide a business plan spanning the time from the present to normal operation of the center. A more expansive, narrative, white paper containing more detail about the same points will be made available in the near future.

1. BRIEF HISTORY OF THE AMERICAN INDIAN EDUCATION IN NORTH DAKOTA AND ITS CONNECTION WITH THE North Dakota UNIVERSITY SYSTEM SCHOOLS

- 1.1. American Indians are the largest single minority population in North Dakota and have the fastest growth rate in the state.
- 1.2. American Indian populations, both on reservations and in urban areas, face significant socioeconomic challenges which could be mitigated by improved educational levels.
- 1.3. Prior to the 1970s, individual colleges in North Dakota University System recruited directly from American Indian high school populations within the state. Examples of this are Minot State University, Dickinson State University, Lakes Region University and University of North Dakota.
- 1.4. In the 1970s, Congress and the Bureau of Indian Affairs (BIA) enacted self-determination programs within reservations allowing the formation of tribal colleges. North Dakota has five such tribal colleges within its borders or on reservations in North Dakota. These are: Cankdeska Cikana Community College, Turtle Mountain Community College, Ft. Berthold Community College, United Tribes Technical College, and Sitting Bull College.
- 1.5. Published literature shows that tribal colleges have a significant, positive impact on higher education rates among American Indians. This shifted the attitude of student recruitment efforts on the reservation to include transfer students but often without on-campus support and adjustments.
- 1.6. In 1994 "Land-Grant College" status was awarded to all of the North Dakota tribal colleges, giving them the same land-grant mission as the state's 1862 land-grant institution, NDSU.
- 1.7. For a number of years, NDSU has worked with the state's tribal colleges on various aspects of this combined mission to include; curriculum and faculty development, graduate recruitment and community outreach. Such activities are being actively supported by federal agencies through policy and funding initiatives.
- 1.8. It is believed that this educational realignment is not widely known among this state's legislative leaders.
- 1.9. As a pipeline for future students there are approximately 700 Indian students enrolled in the Fargo/Moorhead area. A recent UCLA civil rights report (2010) found that the high school dropout rates for American Indian students is at crisis levels. North Dakota has the second highest national disparity between the high school graduation rates of white high school students and American Indian high school students.

2. ACTIONS AT NDSU SUPPORTING AMERICAN INDIANS

- 2.1. The current American Indian population at NDSU is approximately 135 students, without the benefit of a Native American Studies program or a Native American Center at North

Dakota State University. There is only the Native American Professional Program at the College of Pharmacy, Nursing, & Allied Sciences. Its Mission is to address the severe shortage of American Indian pharmacists in the United States. The College of Pharmacy, Nursing, and Allied Sciences initiated NAPP in September 1987.

- 2.2. A recent report to North Dakota University System listed 36 interactive programs between NDSU and the tribal colleges, (See document A1 in Appendix 1).
- 2.3. NDSU has an eleven-year history of working with tribal colleges and high schools to promote science technology engineering and mathematics (STEM) activities and student and faculty development. This program was funded by the Office of Naval Research and the National Science Foundation.
- 2.4. Over \$7 million of out-of-state funding has been shared by NDSU and the tribal colleges for just three programs shown in table A2 in Appendix 2. Additional listings show potential areas of cooperation.
- 2.5. In October 2010, a meeting of North Dakota and South Dakota extension agents was held on Standing Rock Reservation to improve communication and interactivity with American Indian populations in both states.
- 2.6. Food safety and security issues are key impacts to health and well-being of American Indian populations and are significant aspects of typical extension activities.
- 2.7. Mineral, wind and water resource management on North Dakota American Indian reservations contain significant potential for this state's future development and follows traditional land-grant priorities. Historically, Indian people have a special proclivity to these important priority areas.
- 2.8. In 2009, NDSU hired Dr. Clifford Canku (Dakota) as a professor of practice to teach the Dakota language, history, and culture. He is translating letters written by American Indians Prisoners of War who were incarcerated in 1862. The original letters and their translations will be published as a book by the Institute of Northern Studies.
- 2.9. Working with Fargo Moorhead American Indian community on issues facing American Indians living in the community. This effort is accomplished through faculty and staff connections with the City of Fargo, Native American Commission, Fargo-Moorhead Native American Coalition, Daughters of the Earth, Native American Christian Ministries, Sacred Spirits, Fargo Native American Center, and the Fargo and Moorhead Public Schools.
- 2.10. An NDSU faculty member is leading the Fargo Native American community in exploring ways in which to establish an Urban Indian health and wellness center in the community of Fargo.
- 2.11. NDSU faculty and staff communicate with residents from the cities of Bismarck and Grand Forks, ND seeking guidance on urban Indian to the larger community relations.

3. STRATEGIC PLAN AND OPERATING PRINCIPLES OF AMERICAN INDIAN RECRUITMENT, RETENTION, AND RESEARCH CENTER, AIR³C

- 3.1. The proposed center will utilize a student-centered, culturally sensitive and community connective approach that envelops the student within a support structure of new and existing functions. The literature shows this to be an effective approach for diverse cultures.
- 3.2. The center will act as a portal for students coming from reservation or urban communities as they enter into the NDSU campus community and will prepare them to eventually fully utilize existing resources. During this transition, the center will offer opportunities for authentic connections with the different departments and areas that comprise the campus community. Federal funding agencies recognized the need for such approaches to facilitate completion of necessary but challenging majors.
- 3.3. Recruitment activities will augment existing efforts of NDSU admissions and Multicultural Programs Office but with additional steps that have proven effectiveness within that community. For example these may include: educational outreach to high school students and faculty (The PIN Grant has this component in their grant application), active involvement of tribal college communities, establishing relationships with family and tribal leaders, providing opportunities for campus familiarization activities with faculty and staff members and engaging the help of successful professionals from the community for motivational and inspirational purposes.
- 3.4. Retention activities will focus on both in-class and out-of-class functions, using and augmenting existing campus resources (Trio, Center for Writers, Multicultural Programs Office, etc.) where needed.
 - 3.4.1. In-class activities will include: tutors, peer and professional mentors, study group supports, faculty outreach training and opportunity, study skills review and expansion, 24/7 staffing and computer access, and Native Elders to student mentoring.
 - 3.4.2. Out-of-class activities will include: support for culturally significant activities/events (The Fargo Native American Center, powwows, sweats, storytelling, etc.), peer-to-peer connectivity through student organizations, connections to local community functions (day care, such as Nokomis Child Care Center, a Native run center in Fargo, community school programs, health and wellness resources, etc.), a culturally safe and comfortable area with familiar traditional foods, opportunity and counseling about on-campus and off-campus housing and employment, and communication avenues to family and friends, etc..
- 3.5. Research activities will focus on two primary areas of activity.
 - 3.5.1. One area of activity is research on effectiveness of programs and approaches for recruitment and retention of American Indian students. This will be done in a respectful fashion culminating in co-ownership of research data with the American Indian community. Particular efforts to partner with tribal colleges will be pursued.
 - 3.5.2. The second area of emphasis is the role of the center as a portal between campus research groups and communities surrounding the NDSU campus and the tribal colleges and American Indian populations in urban and reservation settings. Such activities would provide meaningful research experiences for students, opportunities for campus employment and community demonstration of educational utility. Activities in this area would include sponsoring: on-

campus speakers from American Indian populations, visits to reservations, outreach to the Fargo Moorhead American Indian community through the Native American Coalition, summer internships and educational camps, etc.

- 3.5.3. Opportunities for partnering on funded grant proposals would be aggressively pursued as a means for program support and expansion, as well as providing students with an authentic experience in collaborative research capacity building.
- 3.6. The center personnel will have both physical and emotional support training and background with the American Indian and campus cultures.
- 3.7. A graphical interpretation of the connectivity of the AIR³C is shown in figure A3 of Appendix 3.

4. BUSINESS PLAN FOR AIR³C

- 4.1. The long-range financing of the AIR³C is through a leveraging of support from multiple sources to include: area, regional, state and national appropriated and non-appropriated funds, tribal fundraising (including gaming organizations) and grantsmanship.
- 4.2. The center will be developed through a systematic, stepwise implementation plan that best stewards resources for the success of the student. Continuance to subsequent steps will be based on successful completion of current step milestones.
- 4.3. It is anticipated that appropriated long-term funding should stabilize quickly and operating costs to be assumed by an endowment. Grants and external fundraising are looked upon for program growth.
- 4.4. Initial responsibility for the program will be housed in the Division of Equity, Diversity, and Global Outreach. As connectivity to on-campus academic programs increases, program activities will have to be coordinated with academic and student life divisions.
- 4.5. Initial staffing demands could look very different from long term staffing requirements because of start-up operations and concessions.
- 4.6. A detailed time breakout plan with staff and resource breakouts is contained in figure A4 of Appendix 4

Table of Contents

Project Title	Page
All Nations Louis Stokes Alliance for Minority Participation	3
Alternative Energy consulting	4
Annual Woodlands and High Plains Pow-wow	5
Commercial Green House Opportunities	6
Dakota Studies Program	7
Dakota Studies Symposium	8
EPSCoR Tribal College Liaison Program	9
Equine Studies Courses	10
Experimental Protocol Requests	11
FBCC Natural Resources Curriculum Advisor	12
Global Climate Change Education	13
Indigenous Education Summit	14
Landscape Architecture Community Planning Workshop	15
Landscape Architecture Student consultation	16
Minnesota Indian Education Association Conference Recruitment	17
Native American Athletes	18
Native American Pharmacy Program	19
Native People/homeland climate change workshop	20
Natural Beef Production and Range Land Restoration	21
NDSU American Indian Science and Engineering Society Chapter	22
NDSU Extension Goals for Tribal areas	23
ND Extension Tribal College Outreach	24
NDSU Native American Garden Project	25
NDSU President Tribal College Visits	26
NDSU Summer Research Internships	27
NDSU Teacher Education Experience at Turtle Mountain	28
Network Assessment	29
NSF Proposals (four)	30
Nurturing American Tribal Undergraduate Research and Education (NATURE) Research	31
Nurturing American Tribal Undergraduate Research and Education (NATURE) Summer Camps	32
Nurturing American Tribal Undergraduate Research and Education (NATURE) Sunday Academy	33
Ojibwe Culture Class – Tri-college	34
Partners Investing in Nursing (PIN)	35
Pre-engineering Introductory Course	36
Recruitment Programs	37
Turtle Mountain Service Learning Project	38
Wind Energy Development	39

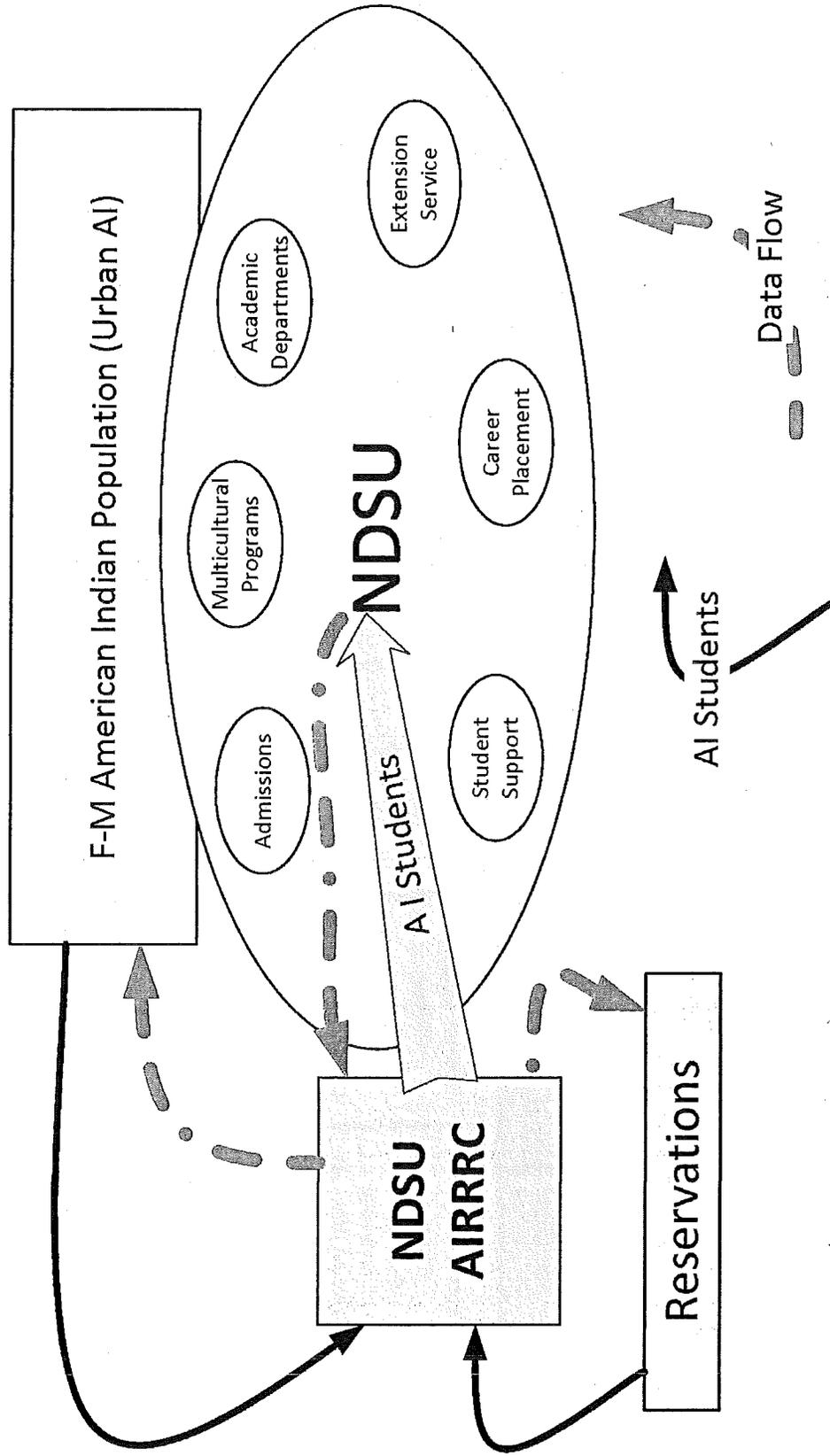
Appendix 2: American Indian Initiatives at NDSU

Area of emphasis / impact	American Indian Initiative	Money brought in / Other impact	Tribal Impact
Agriculture and Natural Resources	US Department of Agriculture is funding AFRI grant for land reclamation / natural beef production project on Standing Rock Sioux Reservation	Awarded \$5,000,000 over 5 years	Standing Rock Sioux Reservation
Engineering	Establish a collaboration with Tribal Colleges to support a student pipeline from tribal high schools to tribal colleges to NDSU to graduate Baccalaureate Engineers.	Awarded \$4.8 million over next five years to ND, and \$825,000 directly to NDSU.	Sitting Bull Ft. Berthold Turtle Mountain Cankdeska Cikana
Nursing	Robert Wood Johnson PIN Gerontology Nursing Consortium with Dakota Medical Foundation	Awarded \$500,000 over two years	
Humanities	Dakota Language Initiative	Awarded \$5,000 Gundlogson grant	Standing Rock Sioux Spirit Lake Sioux
Nursing & Health care	Proposal to create an Urban Indian Health Center in Fargo	Pending Proposal	
English and Education	Indigenous field experiences for future teachers (joint project with Canadian researcher)	Pending \$200,000 grant	Ft Berthold Turtle Mountain
Food Science	A Collaborative Approach to Increasing Diversity in Food Science through the Multicultural Scholars Program, submitted to the USDA National Institute of Food and Agriculture (NIFA)	Pending \$160,000 over 3 years	
Architecture and Landscape Architecture Faculty and Staff	Tribal College based projects included in two classes providing culturally diverse experience American Indian recruitment to NDSU	50 NDSU students + 3 Faculty impacted	United Tribes Ft. Berthold

Appendix 2: American Indian Initiatives at NDSU

		New professor of practice teaching Dakota language,	
		New American Indian Professor in Plant Pathology, (Dr. Robert Bruggleman)	
		Seven new hires in staff	
English and Education	Professional development of Native Teachers	Honorarium for teachers from American Indian schools to attend professional development in teaching writing skills	Ft. Berthold United Tribes
General Campus Climate	NDSU created an outdoor American Indian garden honoring all tribes in the state, useful as meeting and educational site	150 + NDSU students, staff & Faculty, city leaders and Governor's School students	
General Campus Climate	Establishment of Getting to Know Our Tribal Partners seminar series with reception inviting Tribal members to discuss aspects of reservation life.	50+ NDSU students, staff and faculty	Spirit Lake Ft. Berthold Standing Rock United Tribes Sitting Bull
General Campus Climate	Three student volunteer trips to reservation communities to provide physical aid to population	30+ NDSU Students, staff & faculty and 20+ reservation members	Turtle Mountain Ft. Berthold

Appendix 3: Graphical Representations of AIR³C Connections



Appendix 4: Detailed Timeline Breakout of AIR³C Business Plan

Business Plan for American Indian Recruit, Retain and Research Center						
YEAR	Year 1	Year 2	Year 3	Year 4	Year 5 or ?? (Campaign Effects)	Year 6 or ?? (Campaign Effects)
PERSONNEL:						
Director	6 significant Establish Contacts	9 significant Test Program	12 significant Manage Campaign	12 significant Manage Campaign	12 significant Manage Campaign	12 significant Manage Campaign
Proposal Writing		Partner on 3 proposals	Partner on 6 proposals	Partner on 8 proposals	Partner on 8 proposals	Partner on 8 proposals
Capital Campaign		Gather & Share Data	Gather & Share Data	Gather & Share Data	Gather & Share Data Hire Assist Dir.	Gather & Share Data
Campus Outreach & Travel						
Oversee Research	Gather Data					
Assist Director						
Administrative Assist						
Support Functions	Gather Statistics	Gather data & write	Gather data & write	Gather data & write	Gather data & write	Gather data & write
Support Staff 1						
Student counseling						
Support Staff 2						
Student counseling						
PROGRAMS:						
Student	Recruit, Support, Educate	Recruit, Support, Educate	Recruit, Support, Educate	Recruit, Support, Educate	Recruit, Support, Educate	Recruit, Support, Educate
Community	Outreach	Outreach	Outreach	Outreach	Outreach	Outreach
Tribal Colleges	Collaborate	Collaborate	Collaborate	Collaborate	Collaborate	Collaborate
On-Campus: Fac / Staff	Outreach & Educate	Outreach & Educate	Outreach & Educate	Outreach & Educate	Outreach & Educate	Outreach & Educate
Alumni / Alumnae	Inform	Inform	Inform	Inform	Inform	Inform
CENTER BUILDING						
	Formulate Plans	Formulate Plans & Costs	Finalize Design	Distribute Design	Start Construction	Building Dedication
		Initiate Capital Campaign	Select Site	Contract Site	/ Modification	
			Continue Campaign	Continue Campaign		
BUDGET: \$						
*State & University	150,000	150,000	150,000	150,000	150,000	150,000
*Grant	5,000	10,000	25,000	50,000	75,000	75,000
*Endowment	5,000	15,000	250,000	250,000	250,000	250,000
Total Budget:	160,000	175,000	425,000	450,000	475,000	475,000

References:

- Native American population = 3,276 (Total population = 200,102) Source: <http://www.census.gov/popest/counties/asrh/>
- Two out of every three Native Americans living in the F/M area or 66% are living below the federal poverty level (Source: 2009 American Community Survey).
- North Dakota has one of the highest overall graduation rates in the nation with 82% of white students graduating compared to 39% of Native American students, making ND second to last in the nation for Native graduations. Only South Dakota scored lower (Faircloth & Tippeconnic III, January 2010).