



Oregon
University
System

2012 Government-to-Government Report Oregon University System

Agency Policy

Pursuant to ORS 182.164, the Oregon University System (OUS), comprising Oregon's seven public universities, actively engages with Oregon's federally recognized tribes. Specifically, in accordance with the provisions of ORS 182.164:

- a) In addition to OUS campus representatives who work directly with American Indian students and communities on a regular basis, representatives of the OUS Chancellor's Office facilitate system-wide policy development and implementation in collaboration with tribal and campus contacts for selected initiatives that affect tribes.
- b) As a means of identifying the OUS educational programs that affect tribes, the agency publishes biennially the "OUS Native American Resource Guide" and makes this publication available to tribal contacts and educational stakeholders.
- c) OUS further promotes communication and positive relations with tribal communities through participation with the Government-to-Government Education Cluster and the annual Government-to-Government Tribal Summit convened by the Governor.
- d) **Selected OUS employees who have regular communication with tribal communities are notified electronically** of the provisions of ORS 182.162 to 182.168, and the availability of annual statewide training.

Key OUS Contact:

Chancellor, George Pernsteiner
541-346-5703
George_pernsteiner@ous.edu

Staff OUS Contact

Assistant Vice-Chancellor for Student Success Initiatives, Joe Holliday
503-725-5768
Joe_holliday@ous.edu

Through participation with the Government-to-Government Education Cluster, the Oregon University System (OUS) continues to interact directly with tribal education representatives to seek input, address areas of interest, and promote postsecondary educational opportunity for Native American students. During 2012, advancements were made in the areas of native language preservation and communication with Tribal Education Officers. These are summarized below.

1. *Native Languages Initiative* – Following the successful revision of OUS Admission Policy in 2010 to honor native language proficiency as meeting second language requirements, in 2011 OUS worked with the Department of Community Colleges & Workforce Development (CCWD), the Joint Boards Articulation Committee (JBAC), and the Joint Boards Unified Education Enterprise (UEE) to update the Oregon Transfer Module (OTM) and the Associate of Arts Oregon Transfer Degree (AAOT) to include native language proficiency. The Joint Boards of Education adopted those changes at its November, 2011 meeting. (See Supplemental Activities, below, for a more thorough review of advances made in language preservation through the Northwest Indian Language Institute –NILI.)
2. *Ongoing Interactions with Tribal Representatives* -- OUS provides university information to tribal representatives as requested, including tuition and fee information, academic program information, and statewide initiatives that support Native American students. Since 2011, we have become more proactive by expanding our mailing list for the OUS *Viewbook* – which provides an overview of each university, its programs, costs, scholarships, and financial aid available – to include the Education Officers of the nine federally recognized Oregon Tribes.

Assistant Vice Chancellor Joe Holliday will be participating in the state’s 2012 annual Government-to-Government Summit and the Education and Job Training Cluster/Workshop, in addition to the Government-to-Government Education Cluster meetings held quarterly. He also chaired the Language Preservation Committee of that group. New Vice Chancellor for Academic Strategies, Dr. Melody Rose, participated in the September 14, 2012 G2G Education Cluster meeting at Grand Ronde. Active communication and positive relations with tribal communities is very important to Dr. Rose, and she took this opportunity to meet with members of the G-2-G Education Cluster and learn about their concerns and issues in regards to educational opportunities for tribal students. In 2012, Assistant Vice Chancellor Joe Holliday and Legal Counsel Ryan Hagemann represented OUS in annual state agency training, in Salem. (See Supplemental Activities, below, for a summary of additional interactions with Tribal Representatives in 2012.)

3. *The OUS Native American Resource Guide* -- Pursuant to tribal requests for timely and easily accessible information, OUS publishes the *OUS Native American Resource Guide*. The *Guide* provides overviews of selected campus initiatives, contacts, and essential information for students seeking education within Oregon's seven public universities. An updated version of the *Guide* was completed in 2011 and can be found on the OUS website at <http://www.ous.edu/stucoun/counres/>. Input is currently being solicited from the members of the Government-to-Government Education Cluster on what additional information would make the next edition of the publication more useful to the tribal communities.

We recognize that although progress has been made, more work needs to be done, and it is critical that we determine priorities and accelerate the pace of action (see OUS 2013 Priorities, below).

Supplemental Activities

1. *Program Expansion Funded by Oregon's Federal College Access Challenge Grant (CACG)* – The two programs described below received sub-grants in the statewide 2011-2012 College Access Challenge Grant, managed by the OUS Chancellor's Office under Stephanie Carnahan, Director of College Access Programs.

Central Oregon Community College: Native American High School/College Success

Through the use of College Access Challenge Grant funds, COCC increased their outreach to Native high school students, with special emphasis on serving those living on the Warm Springs reservation. In addition to improving their relationship with the Warm Springs Higher Education Office through twice-monthly meetings, COCC developed a new course specifically for Native students, modeled after their successful College Success program for Latino students. As a result of their efforts, 17 students from Warm Springs and 11 Native American Madras High School students completed the course, visited the COCC campus, began work on a COCC Foundation Scholarship, submitted completed FAFSAs, graduated from high school, and were on track to enter college in the fall of 2012. Additionally, 19 Native students (1 ninth grader, 7 sophomores, 4 juniors, and 5 seniors) participated in a summer Pre-College Success Academy. Four of those enrolled in college for fall 2012.

Southern Oregon University Pre-College & Youth Programs: Summer Academies

SOU Pre-College & Youth Programs expanded their program's capacity to serve low income, first-generation and underrepresented Latino and Native American students. SOU hosted Konaway Nika Tillicum, their Native Youth Academy, in early July with a total of 32 students in attendance. College Access Challenge Grant funds provided scholarships for 14 of those students. During the week-long camp, students participated in an experience staffed entirely by Native Americans who offered them information on postsecondary education, benefits, opportunities, financing and career preparation.

2. *Northwest Indian Language Institute (NILI) / University of Oregon*

The impetus for Native language classes at the University of Oregon comes from the direction of the Native Advisory Board to the President of the University of Oregon, language speakers, Native UO students, and NILI Summer Institute participants. The Advisory Board meets once a year with the President, and is represented by the chairs of the federally recognized Oregon Tribes. In the spring of 2010, the Advisory Board expressed an interest that the UO support and offer multiple Native languages classes. They requested that distant learning technologies be used to involve tribal communities.

Update 2012

Yakama Ichishkiin (Sahaptin)

NILI and the World Language Academy, with funding from the UOs Office of Academic Affairs, are developing a distance learning model for Yakima Ichishkiin. This year the 200 classes are being taught by Dr. Virginia Beavert and Dr. Joana Jansen. Virginia Beavert graduated this summer with her doctorate in linguistics at the age of 90. The 5 credit bearing course focuses on all language skills – speaking, writing, comprehension, reading and culture, and in particular developing Ichishkiin grammar skills. Five students are enrolled in the course. To strengthen students’ speaking, they prepare and give oral presentations during the term and meet with Virginia Beavert.

Together with Robert Elliott of NILI, video materials are being produced and will be shared with other Ichishkiin speaking tribes. NILI has also developed an MOU with Heritage University that resides in Toppenish, Washington, on the Yakama Nation, to teach via internet protocol (IP) video 100 (Heritage Ichishkiin instructors) and 200 (UO Ichishkiin instructors) level courses. This will be piloted this winter and spring. Additionally NILI is reaching out to Warm Springs and Umatilla language programs to broadcast classes to the Tribes to include their teachers and students.

Tolowa Deeni’

Pyuwa Bommelyn and his wife Ruby Tuttle Bommelyn have developed a Tolowa Deeni’ language nest in their home and are raising their 2 children in the language. Additionally, they are working together with two other families in Eugene to learn Tolowa Deeni’. Eleven (11) learners are students of Tolowa Deeni’ this year. The emphasis of Pyuwa’s teaching is on developing speakers of Tolowa and on language in the home. The materials they are developing support learners speaking Tolowa at home to each other, and at NILI Summer Institute. NILI is planning on expanding class into a distance learning format next year to reach tribal members.

Lushootseed

Zalmai Zahir is teaching a 199 Lushootseed course through distance learning. This is the second year of Lushootseed. Cassy George is teaching the 100 level series this year. Both courses utilize the on-line software Eluminate and ANVILL for instruction. *Eluminate* is a video conferencing software that the Yamada Language Center piloted last year. It has a white board where the instructor can show presentations, as well as an area where anyone can comment via text. All participating parties can see and hear one another at the discretion of the instructor. These on-line courses will be recorded for students to view on-line, as well. Zeke and Cassy are both utilizing SKYPE, too, as a delivery system.

The course also uses on-line software, such as *Youtube* and *Facebook* to allow students to create presentations for the greater community, thus creating motivation through presentation. Many *Youtube* videos exist online already because of last year’s classes. The curriculum for this course is designed to allow students to explore what part of the language they wish to ‘reclaim’ and why. Last year and at NILI Summer Institute learners focused on reclaiming the kitchen domain back into Lushootseed. This year they are expanding language into other areas of the home and community.

Zeke has nine learners in the 200 classes and Cassy has 10 in the 100 classes from six tribal communities from Western Washington- Suak-suiattle, Tulalip, Suquamish, Muckleshoot, Puyallup and Squaxin Island who are taking the course.

Chinuk Wawa – in planning

NILI is planning on adding a 300 level course of reading Chinuk Wawa texts and conversation fall 2013. We are in the planning stages. It is designed to support those who have taken the 100 and 200 series at Lane Community College. It will also support Chinuk Wawa teachers at Grand Ronde.

All languages were taught at NILI Summer Institute in July this past year.

3. Oregon Indian Coalition for Postsecondary Education (OICPSE)

Lisa Mentz from the OUS Chancellor's Office participates actively in the meetings and collaborative work of this group, which focuses on issues related to Native American access and success in Oregon's colleges and universities. Coalition participants include representatives from OUS, Oregon community colleges, private universities, the Oregon Student Access Commission, and other stakeholders.

OUS Government to Government Priorities for 2013

Assistant Vice Chancellor Joe Holliday and Vice Chancellor Melody Rose have already communicated their intention to meet with the Education Cluster to determine priorities for OUS/Tribal collaboration in 2013. The Education Cluster is in the process of developing its 2013 Work Plan, and OUS has identified several potential areas of collaboration around implementation of the Oregon American Indian/Alaskan Native Education State Plan, involvement of the Tribes and the Education Cluster in Pre-K–20 education planning in Oregon, race/ethnicity reporting, and native language preservation.