



Oregon  
University  
System

## 2010 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.
- 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.

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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 2010, the following advancements were made:

1. **Native Languages Initiative** -- In response to a request from the Tribes to consider native language proficiency as meeting OUS admission requirements and graduation requirements, Chancellor's Office staff worked with the OUS Interinstitutional Council on Admissions and Recruitment (ICAR), the Northwest Indian Language Institute (NILI), the Government to Government Education Cluster, the OUS Provosts' Council, and the OSBHE to successfully change OUS Admissions Policy as follows:

"Demonstrated proficiency in an American Indian language can meet all or part of the second language requirement, as certified by the governing body of any federally recognized tribe."

This change in Admission Policy became effective in the OUS Admission Policy for 2011-12 and for subsequent years. Chancellor's Office staff are working with ICAR this year (2010-11) to develop a streamlined process for certifying native language proficiency, and will work with the Education Cluster in so doing. Since there is no comparable OUS system-wide policy for graduation requirements – they exist autonomously at each of the seven OUS institutions – a similar change in graduation policy in regard to native language proficiency will be more complex and will require collaboration with the previously mentioned OUS Provosts Council in 2010-11.

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. **Joe Holliday, participated in the state's 2010 annual agency training and the Government-to-Government Summit**, in addition to the Government-to-Government Education Cluster meetings held quarterly.
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 early 2010 and is on the OUS website at <http://www.ous.edu/stucoun/counres/>. Input will be 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.
4. **Other Government-to-Government Activities** – In January 2010, Chancellor Pernsteiner and Dr. Holliday met with representatives of Oregon's nine federally recognized tribes to discuss tribal concerns raised in previous Government-to-

Government meetings. On September 23, 2010, Dr. Holliday attended the Tribal Legislative Commission Council to discuss residency rules.

## **Supplemental Activities**

### **1. Student Participation and Completion Initiatives -- Student Participation & Completion Committee and ONWARD**

The Student Participation & Completion Committee (SPCC) of the Oregon State Board of Higher Education (OSBHE) completed its activities in June, 2010. Members of the Education Cluster, the Oregon Indian Coalition on Postsecondary Education, OUS, community college, and K-12 representatives were key participants in SPCC's work to identify and eliminate barriers to higher education access and success for Native American students and students from other under-served groups.

*SPCC planned and hosted a highly successful one-day symposium in November, 2009: From Day 1 to Degree.* The event showcased best practices in Oregon and national pre-college and postsecondary retention programs. *From Day 1 to Degree* was the second symposium organized by the SPCC, formed of community, policy, and education leaders from across the state and chaired by Board Director Dalton Miller-Jones, Professor of Psychology at Portland State University (PSU). With a special focus on services for underserved student populations, the symposium offered participants important data and practical ideas for improving services and increasing student preparation and retention at Oregon colleges and universities. More than 350 participants convened at PSU for the event, representing Oregon public universities and community colleges, private colleges, K-12 education, philanthropy, business, and community organizations. One of the symposium's sessions highlighted the Native American Youth and Family Center's Early College Academy.

ONWARD, the Oregon Network for College Access, Retention, and Degrees, will pick up where SPCC left off. Led by Oregon State Board of Higher Education Director and Eastern Oregon University professor Rosemary Powers and staffed by several OUS Chancellor's Office personnel, the initial focus of the Network will be faculty effectiveness as a key factor in student success.

### **2. Program Expansion Funded by Oregon's Federal College Access Challenge Grant (CACG) –** The two programs described below will receive over \$100,000 of the total statewide College Access Challenge Grant of \$600,000+.

#### Native American Youth and Family Center

The Native American Youth & Family Center (NAYA) has a long history of holistically addressing barriers to educational attainment by involving and providing a range of wrap-around services for Native American/Alaska Native (NA/AN) students, their families, and the larger Portland Metro community. Historically, NAYA's efforts have focused on graduating youth from high school with the hope that they will continue on to college. They are now ready to take those efforts a step further. NAYA Family

Center's vision is to develop and pilot a formalized, agency-wide process of ensuring post-secondary educational success for all of the young people they serve—the Ladder to Success initiative. Specifically, they will work to: (1) develop an agency-wide culture and expectation that all youth participating in NAYA programming will attend a post-secondary educational institution, (2) incorporate systemic change that provides training, tools, and resources for all staff to enhance their ability to serve youth in meeting the post-secondary education goal, and (3) increase community awareness and involvement to ensure the success of all youth in attending and graduating from an institution of post-secondary education. After the first year of piloting the Ladders to Success initiative, they plan to ramp up in years two and three to increase the number of NA/AN young people who will be on track to successfully enroll and graduate from a post-secondary institution.

### OMSI's Salmon Camp

The Oregon Museum of Science and Industry's (OMSI) Salmon Camp programs engage Native American youth in STEM study by combining hands-on scientific field research with Native American traditions and knowledge. Salmon Camp offers a two-week, residential, research-intensive summer Research Team for high school students and a one-week residential session for both high school and middle school students. OMSI will partner with the Columbia River Inter-Tribal Fisheries Council (CRITFC) to recruit students from its four constituent tribal nations. With the assistance of tribal fisheries experts and tribal leaders as well as nontribal scientists and researchers, Salmon Camp will engage students in real-life research projects where they will use scientific tools to collect and analyze data. Complementing the hands-on STEM experience will be instruction in algebraic thinking and STEM topics relating to the research, as well as Native American traditional knowledge, including the uses of native plants, traditional stories about the land and its history, and the relationship of man with nature. Each high school session will include a visit to a college or university and meetings with an appropriate student group for Native Americans. In addition, each session will conclude with a traditional salmon bake where students celebrate their accomplishments with their families and community and where parents may gather further information about planning for college. OMSI will partner with Education Northwest to rigorously evaluate Salmon Camp's impacts and make program adjustments as necessary so it meets its goals.

OMSI has organized Salmon Camps for Native American youth for over 12 years. This year's Salmon Camp builds on the success of OMSI's prior Salmon Camps by following the same format and (1) increasing the number of participants from 18 to 38 by adding a one-week program and increasing the number of participants in the two-week program; (2) adding a math component to the curriculum to demonstrate algebraic thinking as a gateway to exploring many STEM topics; and (3) hiring a Salmon Education Coordinator through CRITFC to recruit students, provide a consistent, culturally responsive presence, build and develop program relationships, and more. This increased capacity will allow Salmon Camp to continue to prepare and inspire Native American youth to attend college and study STEM subjects. Education Northwest's evaluations of prior Salmon Camps have showed the camp

contributed to significant numbers of Salmon Camp participants going college to study STEM topics.

### **3. Other Pre-College Initiatives—GEAR UP**

#### GEAR UP

The statewide Oregon GEAR UP project managed by the Oregon University System provided scholarships for four students to attend Southern Oregon University's *Konaway Nika Tillicum* program in 2010.